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ABSTRACT

This pre-employment training package consists of a group leader training guide and five units of instructional materials dealing with self-esteem, decision making, solving communication problems, values clarification, and stress management. The leader's guide covers using package materials, recruiting a group, preparing for and presenting the units, training techniques, feedback, evaluation, and wrap-up. Unit 1 provides exercises on building positive self-esteem, assessing one's strength, and speaking up. Exercises included in unit 2 treat such aspects of values clarification as what values are, where values are learned, working out value conflicts, and determining one's own values. Decision-making exercises presented in unit 3 deal with the following topics: individual decision-making effectiveness, avoiding decisions, steps in decision making, how choices influence one's life, and strengthening one's decision-making ability. Unit 4 contains exercises devoted to such communication problem-related issues as individual roles in conflict, listening to one's body, exploring one's expectations, games and how to stop playing them, behavior reinforcement, and the role of one's need to be loved. Unit 5 discusses ways to set oneself up for stress and how to manage stress. Pre- and posttests are provided in each unit. (MN)

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WHO IS IN CONTROL OF YOUR LIFE?

A Pre-Employment Training Package
containing
Group Leader Training Guide

Units:

Building a Positive Self-Esteem
Values Clarification
Decision Making
Solving Communication Problems
Stress Management

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Sponsored by:
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Dr. Doris Manning served as project director. Her guidance, knowledge and support were vital to the completion of this work. The Facilitator Training Guide incorporates many ideas arising from her experience as a teacher educator. She later participated in the pilot test of the guide and from that experience was able to evaluate and refine it as a teaching tool. Most of all I appreciate Dr. Manning's encouragement from beginning to end. She helped make this a valuable learning experience for me.

Two people who helped add depth and intensity to the units are Cris Fish and Jessica Olson. Both of these women contributed generously to the content of the units. Fish worked on Building a Positive Self-Esteem and Decision Making and Olson on Values Clarification, Solving Communication Problems and Stress Management. I learned from working with them and have had the pleasure of seeing others learn from their contribution.

The units were strengthened and smoothed out by the Screening Committee. They checked the material for sex and cultural fairness, interest and effectiveness. In the process we became a team--a very good one. Each member of this team volunteered the time it took to work through all five units. At the end of the screening process, they were asked, "What training would you need in order to feel comfortable in presenting these units to a group?" Their answers formed the framework for the Facilitator Training Guide. A special word of appreciation to these fine people: Shirley Bautista, Cathy Campanella, Audry Carlson, Debbie Dosh-Healy, Emelio Elenes, Ralph O. Gomez, Karen Harned, Kathrine Heaney, Ardis Jones, Becky Jones and Andrew Patricio.

Professional screening was provided on a voluntary basis. Those chosen for this work were knowledgeable with the subject and the target populations. They were from the fields of Home Economics or Behavioral Science. They were asked to check the content for currently accepted thought, common sense and flow of information. Each person gave generously from their education and experience. They are Cris Fish, Shirley Scott, Larry Newman, Dr. Peggy Wild, Cecelia Northcutt, Mary Shriver, Dr. Wendell Ogrosky, and Ford Nicholson.

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To each of you, my personal word of appreciation. In this case the cliche is true... I could not have done it without you!

Martha Watson
Project Specialist and
Principal Author

Introduction

This package is for people who want to make changes in their lives. You may be one of those people! Do you want to begin and complete a job training program? Are you planning to get a job? Do you want to find out more about yourself in order to make some positive changes in your life? A "yes" answer to any of these questions shows that you are ready to begin.

There are some basic skills needed to reach any goal. You may not think of them as skills. We use the word "skills" because a skill is a behavior that is learned. The skills presented in this learning package are:

1. Building a Positive Self-Esteem. Your self-esteem is your idea of who and what you are. Positive Self-esteem is a belief in your own worth and loveableness as a person. This unit shows how the self-esteem "happens" and how it can be made more positive.

2. Decision Making. This unit on decision making shows you the strengths you have already. It will also give you ideas on how to make decisions more effectively.

3. Solving Communication Problems. What is a communication problem? In this unit, you will look at your own behavior more clearly. You will find some ways of working through communication problems that work for you.

4. Values Clarification. Your values are those things that you believe will make your life better. This unit helps you begin to find out what your values are and where they came from.

5. Stress Management. When pressures from different places begin to pile up, the question is, "How do I handle this?" This unit helps you learn where these pressures come from and some ways to handle them.

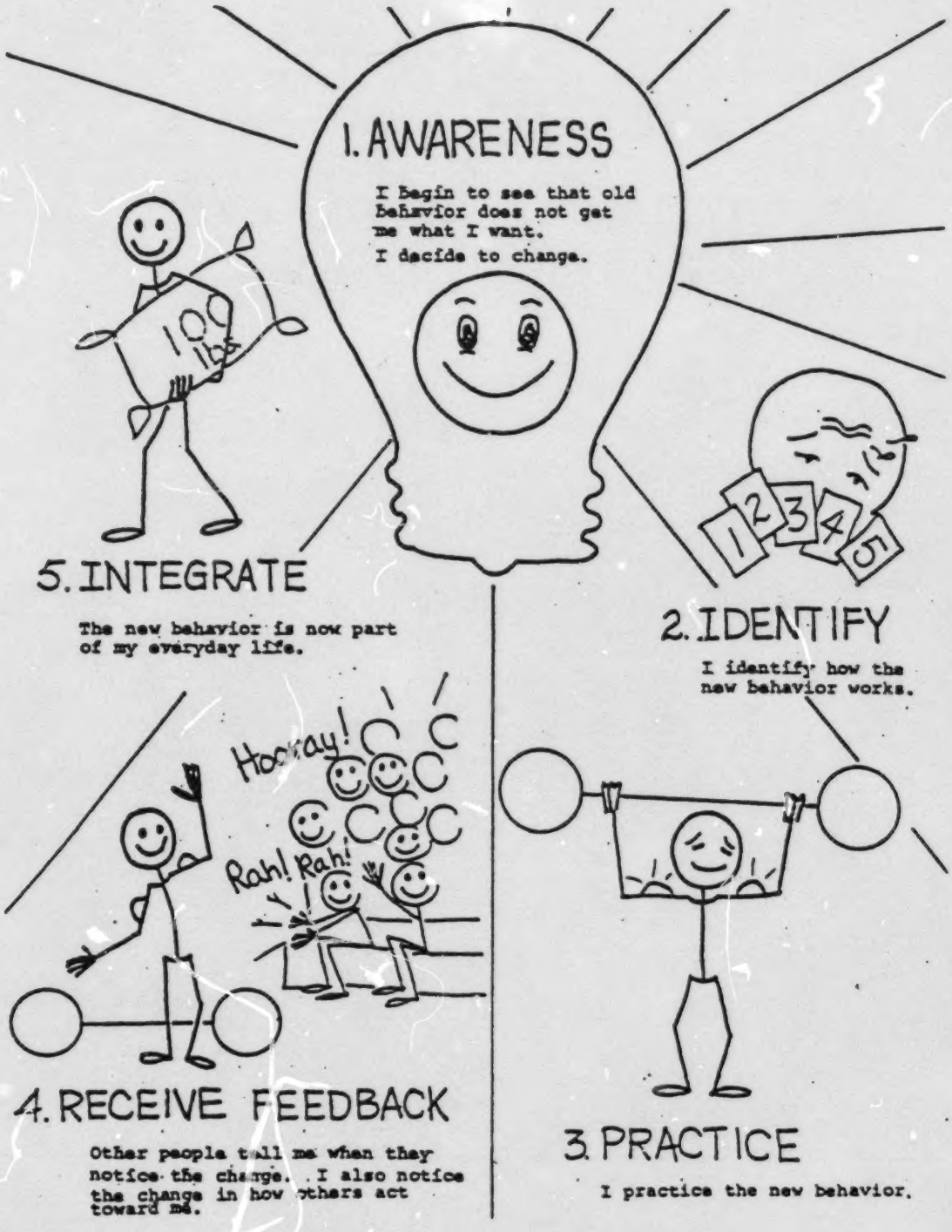
*effectively - works better and/or more easily.
*clarification - make it clear; to recognize.
*conflict - when two people want different results from the same situation.

Foreword

The goal of vocational education is to provide job-getting and job-keeping skills. Having a job to earn money is one way to "make it" in a consumer oriented society. How do you get to the point of "making it" on the job?

The first step toward getting a good job is to get the necessary training. Some people have trouble finishing this very important first step. One reason for this is a lack of some basic skills. Some of the skills needed to finish any project--from training through holding a job--will be explored in this package. The special skills which will be presented in separate units within this learning package are:

1. Building Positive Self-Esteem
2. Decision Making
3. Solving Communication Problems
4. Values Clarification
5. Stress Management


1. AWARENESS
I begin to see that old behavior does not get me what I want.
I decide to change.
2. IDENTIFY
I identify how the new behavior works.
3. PRACTICE
I practice the new behavior.
4. RECEIVE FEEDBACK
Other people tell me when they notice the change. I also notice the change in how others act toward me.
Hooray!
Rah! Rah!
5. INTEGRATE
The new behavior is now part of my everyday life.

HOW WE LEARN

This learning package is designed around the ideas that change is possible and that you are in control of the changes in your life. (This is not to say that we can control what happens to us. We can decide what we want to do about what is happening.)

Since we believe that change is possible and that you choose to change or choose not to change, we would like to begin by taking a look at how change happens. Behavior is learned. The diagram on the previous page shows how people learn. We will be using this model throughout the package so let's take a closer look at each stage within this model.

1: Awareness - You are here.

I begin to see that old behavior does not get me what I want.

Some people get to this awareness and stop. Others decide to learn new behavior--they decide to change. This decision leads to the next step.

2: Identify - This is what the Pre-Employment training units do.

I find out how new behavior works.

After you have become aware of the behavior you want to change, the next step is to find out how the new behavior works. The units are designed to help you to look at some new ways of thinking and being. They give you a guide to find out how new behavior feels and how it can work for you.

3: Practice: - This part is up to you.

I practice the new behavior.

When you want to learn anything new--riding a bicycle, driving a car—you do it over and over again. This is true of any behavior. You will need to practice the new behavior many times. Any time you learn a new behavior it feels strange. Sometimes people say, "I feel phony, I don't feel like myself." Remember that all behavior is learned, even the behavior you do automatically. You learned by seeing the behavior in other people and then practicing it. This is the way you learned all of your behaviors.

*awareness - having knowledge of something, to be able to see.
*behavior - one's actions
*control - able to make something happen
*identify - recognize, pinpoint or determine.

****

Once Arthur Rubenstein, the famous pianist, was walking along a street in New York City. A gentleman stopped him and asked him how to get to Carnegie Hall. Mr. Rubenstein's reply was, "practice, practice, practice." This is true if you want to learn a new behavior. You must "practice, practice, practice."

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4: Receive Feedback - This is how you know that you and others notice your change.

Other people tell me when they notice the change. I also notice the change in how other people act toward me.

When you begin to change your behavior, you will hear about it from the people with whom you live, work and play. Sometimes these people will be happy with your change and encourage you to continue the process. Sometimes they will be afraid of your change and they will resist it. At these times you may hear things like, "You sure don't seem to be yourself anymore", or "What's the matter with you?" Whatever they say, what they tell you is called "feedback". The most important feedback comes from you! How do you feel about the changes you have decided to make in your life? How do you feel when you do something differently and it works? Feedback is a very important part of learning a new behavior.

5: Integrate - You have made change happen in your life!

The new behavior is now part of my everyday life.

When the new behavior becomes a part of you, it is "integrated" into your life. It is natural and comfortable to you. It is hard for you to remember when you were any other way. When other people think of you, they think of you in this new way. They may remember when you were different, but now they think of you in terms of your new behavior. You made change happen in your life.

*feedback - reactions from others in response to your actions.
*integrate - bring in and make a part of yourself.

Exercise LM1: How the Learning Model Works

TIME/ACTIVITY	SUGGESTED APPROACH
Group Leader Discussion (20 minutes)	(The group members will be able to use this information more effectively if you give an example. You may use the one given below or one from your own life.) Say or read: "1: Awareness: Many of you may remember when you first became aware that you wanted to drive a car. That awareness put you at stage 1 on the learning model. You had a new (to you) idea." "2: Identify: You began to find out how people drive: 1) you watched other drivers in action, 2) you learned about the mechanical part of driving--shifting, braking, steering. 3) you sat in the driver's seat and "got the feel" of the steering wheel, brakes and shifting. All of this was part of finding out how it how it works." "3: Practice: In this stage you used what you had learned in stage 2. The secret to success at this stage is to use everything you know as often as you can. Drive a lot! You knew this when you were learning. Remember how often you asked to drive while you were getting to know how to drive?" "4: Receive Feedback: One of the reasons a licensed driver is required to be in the car is to give the learner immediate and accurate feedback. You were encouraged when you did well and corrected when you made mistakes. You also gave feedback to yourself, "I surely have a lot to learn", and later, "I think I am ready to go for my driver's test". Feedback is one of the best ways to keep track of your progress." "5: Integrate: Driving has become part of your automatic behavior. You know how to drive. You are comfortable with the skills involved. You are a driver. The new behavior is now part of your everyday life. You get into a car and begin to drive without even thinking about it."

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*
* Learning is an automatic process. We
* learn continually - without trying. We
* have given you this model so you can
* begin to learn "on purpose". You can
* move yourself through the five steps
* to learning new behavior.
*
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Exercise LM2: Does This Learning Model Fit?

TIME/ACTIVITY	SUGGESTED APPROACH
Group Leader (10 minutes)	Now say, "I would like for you to look at some skills you have learned in the past. Does this learning model fit?" (Ask for one or two group members to tell about a time they became aware of something they wanted to learn. Help the one who tells about it identify the steps on the learning model.)

SUGGESTIONS:

As you read through this package and work through the exercises, turn back and look at this model of how we change our own behavior. Remember you are becoming aware of the way you are now and the way you may choose to become.

To the Group Member:

This unit has been put together to give you some ideas that you may use to change your life. That sounds like a pretty big job. In reality, you are the only one who can change your life. You have been choosing to change it or choosing to stay the same all your life. Maybe you have never thought of it before. The purpose of this package is to show you that you choose your life. That is why we chose to call the package, "Who is in control of your life?"

The fact that you are in this group shows that you are interested in making some changes. The way to make changes is to learn a new skill or improve an old one. There are some skills which will help you in any area of your life. Because they are skills, they can be learned. The skills we will be exploring in the five units are: 1) building a positive self-esteem, 2) decision making, 3) solving communication problems, 4) values clarification and 5) stress management. You are about to begin one of these units.

The five units in the package fit together. Their purpose is to help you get control of your life. One way to get control is to choose the changes you make in your behavior. This package is all about you, your choices and your change. There is one question we would like you to ask yourself as you work through each unit, "Who is really in control of my life?"

We encourage you to work through each part of this unit. To get the most out of this experience, use the following guidelines:

- Do the exercises in order, skip nothing.
- When you come upon a new idea, think about it. Try it out.

*purpose - reason you are doing something

To the Group Member: (Continued)

- Share your ideas and experiences with the other group members.
- Listen carefully when others are speaking. They need to be heard and you need to hear them.
- Be gentle and patient with yourself and others.
- Most of all, remember that you are the only person who can change you.

Have fun with these units; let it be an adventure!

GUIDELINES FOR GROUPS

How to be an Effective Group Member

Participate! Pay attention, listen, think, share and use the information.

Be positive about yourself and others.

You will have several opportunities to talk. Sometimes there will have to be a limit to the length of time you speak.

Talk about your strengths.

Avoid shoulds, should nots, rights and wrongs. These are weapons we use against ourselves.

Beliefs Found in the Learning Units

1. Every individual is infinitely worthwhile and has unlimited potential.
2. It is each person's right to make his/her own decisions.
3. Each person has the potential to choose wisely and to live a full, self-directed, socially useful life.
4. Each person is responsible for her/his own life.
5. Each person has the intelligence, courage, strentgh and wisdom to work out his/her own life situations.

Protective Rules for Discussions

1. You will be given a chance to participate before the meeting ends.
2. Stick to specific instances of your life. Avoid talking about other's experiences, generalizations, or talking about things that may or may not happen.
3. Ask questions to clear up what someone has said. Questions and comments are to explore or support the person who is talking. Avoid judging or interpreting another person's situation.

GUIDELINES FOR GROUPS, Continued

4. Assume that each other person knows his/her own motivation and the incidents of his/her own life. When you try to interpret the actions or statements of another, you are judging.

5. It is your responsibility not to interrupt or monopolize the discussion.

6. You are encouraged to talk at length at least one time during each meeting.

7. Only one conversation at a time. Only one person will be speaking at one time.

8. What happens in the group is confidential. Avoid gossip.

9. Speak up immediately if any of these rules are broken. You will be acting to protect all of the group.

KEEP THESE RULES IN MIND
DURING ALL DISCUSSIONS.

Pre-Employment Training Package

Group Leader Training Guide

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Pre-Employment Training Package

Group Leader Training Guide

Congratulations! You are about to begin a training unit which will help prepare you to lead groups. When you complete this training, you will be ready to use the learning package, "Who is in Control of Your Life?" Included in this unit will be how to set up your group, how to use the learning package and how to get useful evaluation.

This training guide has been prepared for you. The purpose of the guide is to help you do an effective job in a comfortable way.

As you work through this guide, ask questions. Stay with your question until you have reached understanding. Resist the temptation to ignore or "slide over" a troublesome issue. The experience you give yourself in asking questions and staying with them until you get understanding will prove valuable to you in leading your groups.

I. Basic Beliefs found in the Package

1. About People

1) Each person is strong enough, intelligent enough and courageous enough to work out his/her own life when he/she knows that there are choices. Many of us are raised in situations in which we are not made aware that there are choices open to us. The idea is to know that there are choices and to know what the choices are. The learning package is designed to give heavy emphasis on making each individual aware of having the ability to see and make choices. Even what each person thinks of him/herself is a choice.

2) Another basic belief is that people act in their own best interests when they are free to do so. A person who has this kind of freedom does not hurt him/herself or another person intentionally. When someone is able to see behavior that is in his/her true interest, the result is positive behavior.

> Life offers many choices. What I think of myself is my choice. I am able to choose to think positively of myself. A person who is free to choose does not hurt him/herself or others.

2. About Learning

1) People learn automatically and continuously. Learning cannot be prevented except by a refusal to learn. Everyone is continuously learning. What a person learns and believes leads to his/her actions. Day in and day out actions build the kind of life that each person experiences. Much of what we learn is not learned intentionally. Much of what we learn is learned from a negative point of view. The purpose of this package is to provide learning that will stimulate and enhance the development of positive attitudes toward self and others.

> Learning is automatic. It can be positive and intentional.

I. Basic Beliefs found in the Package, Continued

3. About the Package of Five Learning Units

1) It is the intention of the package to provide people with choices as to what they believe about themselves and others. The intention is to make each person aware that even beliefs and thoughts are chosen. Since beliefs and thoughts are chosen, they can be changed to become more positive and enhancing. The intention is to make learning purposeful, positive and enhancing. When successful, these ideas will help individuals break cycles of negative, failure-oriented behavior and thought.

2) The package begins with a unit on building a positive self-esteem. The reason for this is that a positive self-esteem provides a foundation for taking control of one's life.

> When I believe that I am a loveable, worthwhile person just because I exist, I am free to see others as being loveable and worthwhile just because they exist. When I believe that I am loveable and worthwhile, I am more willing to take risks with my thoughts and behavior. The risks lead me into challenging, growing experiences.

Once the idea of the possibility of a positive self-esteem is established, people can go on to other learning experiences. They are then willing to risk looking at their values, how they make decisions, how they interact with others and how they handle stressful situations. The other four units each deal with these topics.

> Beliefs, thoughts and actions are chosen because they are useful in order to survive. Then they become habit, automatic. Even positive change takes work.

I. Basic Beliefs found in the Package, Continued

4. About Leading a Group

1) As the group leader, you can receive as well as give information. No one person has all the answers or all the knowledge. The knowledge of the combined group is greater than the knowledge of any one individual in the group. Part of your work as group leader is to be ready and willing to listen to and accept the contributions of the group members.

2) People are taught to think of teachers as smarter and more powerful than they are. Because of that, people in learning situations often hesitate to offer an idea that is different from the teacher's. The result is that teachers do not get much practice in responding to and accepting new or different ideas. Be aware that you, as a group leader, are a co-learner. This helps free you from being threatened by new and different ideas brought up by other group members. Remember, no one has all the answers. Your job as a group leader is to help the learning happen--to help people bring up new ideas and then explore those ideas with the group.

3) Another key thought is that there are no "right" or "wrong answers. Each person is right when talking about his/her own experience. You do not have to agree or disagree with someone who is telling about their experience. You can simply acknowledge that they are talking about their own experience which may or may not be the same as your own. Ideally, as a group leader, you are non-judgemental and non-threatening. A non-judgemental, non-threatening attitude from you frees the group to express themselves openly. This allows them to explore some of their ideas which they may not even be aware of.

> No one has all of the answers. Everyone is "right" when they talk about their own experience. When we talk about individual experiences, there are no "right" or "wrong" answers.

I. **Basic Beliefs found in the Package**, Continued

a. A non-judgemental group leader/member is one who listens to what another is saying without thinking of that person as right or wrong, good or bad. A non-judgemental person accepts her/himself as she/he is. This allows her/him to be non-judgemental of others. The basic beliefs that allow a person to be non-judgemental are: 1) every person is capable of every act, 2) every person chooses the acts they do and 3) the choices are based on what the person believes will either increase chances of survival or lead to best interests.

> People choose--sometimes without knowing what the alternatives are.

b. A non-threatening group leader/member is one who creates an atmosphere of trust in the group. Because of the leader's behavior, group members know they will not be laughed at, criticized, looked down on or in any way made to suffer. In order to risk looking at their behavior and attitudes, people need to feel safe. Part of safety comes from being able to speak openly without fear of having what is said repeated outside the group. The Guidelines for Groups was developed so each group member would be able to be part of building the non-threatening atmosphere.

II. How to use the materials in the package

1. Time Needed for Each Unit

There are five units in the learning package, "Who is in Control of your Life?" The units are, "Building a Positive Self-Esteem", "Values Clarification", "Decision Making", "Solving Communication Problems" and "Stress Management". The units are listed in the order suggested for use. Each of the units will take approximately 5 hours of group work, except "Building a Positive Self-Esteem", which may take 8 - 10 hours. The first important tip is that the time it takes to work through a unit depends on the group itself.

Question:	How long does it take to do a unit?
Answer:	It depends on the group! Some groups will work faster than others. It is important that the people in the group understand each part. It is less important that you get through the material in a certain period of time.

2. Using the unit outlines

After the introductions have been made, give the pre-test. Then look at the unit outline so each member of the group will know what is to be explored. This will let you know what is to be accomplished during the session. You will know the goals, the objectives and the important ideas that will be discussed.

3. Making Use of the Time

During meetings that last two or more hours, breaks will be needed. Coffee and relaxation breaks can take from 5-15 minutes, depending on the group. You may either set a time for breaks before you begin or you may allow each individual to be responsible for meeting their needs as they arise. This can be done without interrupting the session. The method used to set up breaks will depend on what you and your group are comfortable with.

II. How to use the materials in this package, continued

4. Allowing Time for Feedback

Finish each unit half an hour before time to end the meeting. This will allow you time to ask for written feedback--group member notes and the post test. It will also allow people to give comments, responses or questions before closing.

5. Feedback is your way of knowing what reaction group members are having before, during and after each meeting. It is included here because it is an important part of using the learning units. (Feedback is discussed more fully in the section, "Feedback" found on page .)

III. Recruiting your group - Checklist

You will be working with a group of from 8 - 15 people. Each one of these people will be invited by you to be a member of the group. They may be friends, neighbors and/or co-workers. Use this checklist to help you organize your recruiting.

1. Let people in the community know that there is a workshop group being formed. Let them know what the workshops will be about and how they can register/sign up. Use as many of the methods listed as possible.

   1) word of mouth
   2) newspapers
   3) radio
   4) television
   5) flyers/handouts
   6) groups such as churches and clubs

2. Recruit at least ten people. (Do this first when possible so the group members can decide on the dates and times when they can meet together. This is more work for you yet it is more satisfying to the group members.)

   1) Schedule the meetings so that everyone can attend. 1) date, 2) time and 3) length of meetings.

3. Arrange for the place you will meet.

   1) Make sure that the people in the group can get to the meeting place. Consider the distance and the available transportation.

   2) Make sure that the meeting place will meet your needs.

      1) comfort
      2) enough chairs & tables
      3) warm/cool enough
      4) enough light
      5) enough privacy

> Your group may work better if the members of the group have some things in common: age, background, experience and/or interests.

IV. Preparing for the units

Preparation and experience will make you an effective group leader. Since you are just beginning, the experience will come with practice. You can prepare. There is no substitute for preparation. The suggestions for preparation and the checklist, both of which follow, provide a guideline. If you can think of anything else that will help you get ready, so much the better for you. Think of the following suggestions as a minimum of preparation.

Suggestions for preparation:

1. Give special attention to the outline at the beginning of each unit. This outline will prepare you for the unit.

2. Read through each unit at least twice before leading the group.

3. As you read through each unit, make notes to yourself on your copy. You may prefer to make your notes on 3 x 5 cards. These notes can also be used to prepare you for those times when you give examples from your own life.

4. Throughout the units are sections called "Exercises". The exercises are identified by the initials of the unit and a number. For example, the first exercise in the Stress Management unit will be listed as "Exercise SM1." The third exercise in the Decision Making unit will be listed as "Exercise DM3."

   There is enough information given in the exercises for you to begin and work through each exercise with the group. The time allowed for each exercise is a suggestion only. Some groups will take more time than others. This only means that some groups will find more meaning in some exercises than other groups will. We suggest that you follow through each exercise as it is given. Ask the questions given in the exercises, pause after each question to allow for answers and discussion.

5. The starred boxes contain information for discussion starters. The box is used either to draw attention to the main idea or to summarize the section.

IV. Preparing for the Units - CHECKSHEET

1. Read the unit outline
2. Read through the units at least twice.
3. Make notes to yourself as you read through the units. Use the margins of your unit or use 3 x 5 cards.
4. Follow the directions given for the exercises.
5. Use the starred boxes for discussion starters.

V. Presenting the Units

> The most important thing you can do as a group leader is to be completely yourself. Be open, flexible and honest. Also be closed, inflexible and honest.

1. The material given in each unit is to be presented as it is written. Read the package aloud or you may ask others to take turns reading. Your group may prefer that you read while they listen and react to the material. DO NOT LEAVE OUT ANY OF THE MATERIAL. Each part prepares you and your group for the following part.

2. Make sure that each person in the group understands the information that you are working on. It is important that understanding is reached by each person. Keep working on each idea until you and the group are ready to go on to the next section. You will be given tips on what to watch for and how to make sure each person understands the ideas. Understanding is not the same as agreement. People do not have to agree with the ideas in the units. Disagreement is o.k. Do not assume that people understand or accept any ideas. Check it out before you go on.

> It is not necessary that group members agree with the ideas in the units. Disagreement is healthy and stimulating.

3. You may feel nervous or afraid, especially if leading groups is new for you. This is normal. You can tell your group that you are nervous and that you are a beginner. This will help you relax and also let the group know what you are feeling.

   One cause of nervousness is the fear of "going blank". Everyone goes blank sooner or later--presidents, teachers, parents and gas station attendants. Simply say, "I have forgotten what I was going to say." It is times like these when you will appreciate the time you have taken to make your notes. You can quickly refer to your notes and pick up where you left off. Being nervous and afraid of going blank is normal. With experience and practice you will have these feelings less often.

V. Presenting the Unit, Continued

4. As the group leader, you are also the group model. Anything you do will help set the tone for the whole group. If it is OK for you to be nervous, then it is OK for the group members to be nervous - or talk, tell a joke, go blank.

> Be as prepared as you can be, and then just do it!

VI. Techniques

There are four basic techniques that are used in the units:

1. brainstorming, 2. role playing, 3. discussion and 4. meditation/relaxation. Each of these four techniques will be examined below.

1. Brainstorming This is a way of listing as many possible different items as the group is able to identify. During the time allowed for brainstorming, do not limit the answers. All suggestions are acceptable. Suggestions do not have to "make sense" or fit into the discussion. Anything that anyone contributes during brainstorming is accepted. All responses are written on the blackboard or a newsprint pad. (When the group leader rejects or makes fun of some responses, group members are unwilling to give "wrong" responses. The result is that the leader gets no responses.)

   1) Method

      (1) Tell the group what the job is.

      Examples:
      "How many words can you think of that describe a flower?"
      "List as many places to look for a job as you can."
      "List as many ways as you can think of that people learn."

      You can see that there are many answers to the above examples. The group members will probably mention many that you have not even thought of. This is the value of brainstorming--everyone learns and everyone teaches.

      (2) Ask someone to act as the recorder. You may do this yourself to allow all of the group members to brainstorm. The recorder writes down all of the responses. This is most effective when everyone can see the written list of responses. It helps keep the ideas going and reduces the times people repeat the same suggestions.

      (3) Allow the full amount of time to let the group come up with as many usggestions as possible.

      In BRAINSTORMING, all suggestions are acceptable.

VI. Techniques, Continued

(4) Wrapping up the Brainstorming Exercise. You may want to find the five most effective places to find a job, the three words that all flowers have in common or the one way to learn that is common to everyone. No matter what the end result is, you will find it by asking the group to identify either those to be left in or those to be eliminated. This can be done by having group members suggest those to be eliminated and having the recorder cross them off the list. Or the recorder may circle those to be kept on the list. The goal is to narrow the list down to what your group is looking for.

2) Brainstorming-Practice

(1) Select a recorder in your training session. Brainstorm the following: "List as many places as you can to find a job." When you have listed at least 15 -- more would be better -- decide which are the 3 most effective places to look.

VI. Techniques, Continued

2. Role Playing Role playing is the name given to that technique that allows a person to act out any given situation. In role playing, the actor (the person with the situation) is able to feel the feelings, think the thoughts and act out the behaviors of that particular situation. They do this in the safe environment of the learning situation. This allows those who are watching the role playing to point out those things which the actor may not have noticed

Usually two people are involved in the role playing situation: one person to act out their role (the actor) and another person to play the part of the other person involved with them (the stand-in). Other role players may be added if the situation requires it. Example: The situation may require only two players as in an employer-employee situation (one the actor and one the stand-in). If a fellow employee is also involved, then three players are required (one actor and two stand-ins). The actor is always the person who brings the situation to the group. The situation must be one in which he/she is personally involved.

> The purpose of role playing is not to show who is right or wrong. It is to show the actor some different ways of acting in the situation. Remember, there is no "right" or "wrong" when a person is telling his/her situation. There is only the way he/she sees it.

1) Method used in the Units

Effective role playing is done in four stages.

(1) In the first stage, the actor will act himself in his/her chosen situation. The stand-in (this may be the group leader) will play the role of the other person. During this stage, the actor acts as he/she believes he/she does in the situation. The actor may interrupt the stand-in to tell him/her what the other person in the situation would be doing or saying. This may include

information such as whether the person usually stands or sits, how the person looks at the actor, whether the person speaks loud or soft. When the situation has been role played, the group members tell the actor what they have noticed: "You seemed afraid of the other person." "You listened very carefully when the other person was talking." "It seemed that you never actually said what you wanted to say." The first stage is like holding a mirror up to the actor so he/she can see how they look to another person.

> It is important in role playing that both the actor and stand-in act as if they are the people in the situation.

(2) During the second stage, the actor and the stand-in switch roles. This allows the actor to see him/herself as seen by the other person. The actor also has the opportunity to stand, for a little while, in the other person's shoes. It is always interesting to see the change that comes over the actor when she/he takes on the role of the stand-in. Body posture, facial expressions and gestures change. When this stage is complete, ask the actor how she/he felt about the other person (actually her/himself as played by the stand-in). Then ask the stand-in how he/she felt about the actor. After this exchange, invite the group to give the role players feedback: what did they notice this time?

(3) In the third stage, the group leader and group members give suggestions as to ways the actor can change some of his/her behavior. (The suggested changes will probably fit in with the unit being worked on.)

Examples:

"How would you feel about standing up when you tell him that you will not go?"
"When she tells you to take her home, ask for enough money to buy gas."
"How about if you ask him for a definite appointment to talk about a raise?"

The suggestions can go on until the actor finds something she/he is willing to try. (The actor

may find all suggestions unuseable. In that case, ask him/her to suggest a useable course of action. If he/she cannot, the only thing left to say is, "Right now you seem to be "stuck" in this situation. When you are ready to change the situation, it will change." Thank him/her for his/her willingness to help the group by sharing this situation.) Then ask the group members--including the actor and the stand-in what they have learned from the exercise. When the actor is "stuck", there is no stage 4. When the actor finds something he/she is willing to try, go to stage 4.

(4) The actor uses the suggestions in stage 4. The role playing begins again, this time using the changes. It is helpful to allow the actor to repeat the situation two or three times in order to practice the new behavior. This time, when the role players are finished, ask the group to talk about any differences they noticed in the outcome of the situation. Ask the actor and stand-in to tell how they felt with the changes. Then, to finish the exercise, ask the entire group what they learned from the exercise. Express your appreciation to the actor and the stand-in for their willingness to help the learning of the whole group. A round of applause from the group is OK too.

> The purpose of role playing is to give insight into a troublesome situation in order to make the outcome more satisfying to the unhappy person.

2) Role Playing - Practice

(1) Ask who is willing to be the actor—anyone who is willing to use a situation from his/her life or you may use one of the following situations.

VI. Techniques, Continued

Situation 1: The actor is an employee whose boss has just asked that he/she work three hours overtime after work tonight. It is 4:30 PM now. The actor does not want to work that long on such short notice. The stand-in will role play the part of the boss. Allow 5 minutes for each role playing step.

Situation 2: The actor is asked to do free babysitting for his/her neighbor at least once each week--sometimes more often. This has happened so often that the neighbor now expects to leave his/her children with the actor. The actor is very unhappy with this situation. He/she feels used and angry. He/she does not know how to get out of the situation. Go through the exercise using the CHECKLIST as your guide.

(2) Ask for a volunteer to play the stand-in. If no one volunteers, ask someone who has felt comfortable talking in the group. The trainer will act as the stand-in if no one is willing to do so.

(3) Ask the actor to describe the situation to the group members. This will allow everyone to understand the situation from the actor's view point. The actor should include information such as: who is involved in the situation, how long it has been going on, what has been happening and how it usually turns out.

(4) Begin the Role Play. The actor plays himself, the stand-in plays the other person.

(5) Group members and role players comment on the situation as played by the actor and stand-in.

(6) The actor and stand-in switch roles. This gives the actor an opportunity to get some understanding of the other person and him/herself in the situation.

(7) Role players describe their feelings during the switch.

(8) Group members give the actor suggestions for changes in his/her behavior that will affect the outcome.

VI. Techniques, Continued

(9) Final role playing session. This gives the actor an opportunity to practice the new behaviors and feelings. This stage may be repeated two or three times.

(10) Wrap-up. Ask the group members, including the actor and stand-in, what they have learned, what insights they have gained for themselves in similar situations. Thank the role players for contributing to the learning.

VI. Techniques, Continued

3. Discussion

The discussion technique is used most often in the package. Effective discussion involves each group member in an exploration of the topic.

1) Including group members who do not talk

There are people who choose not to talk. These people often resist being drawn into discussions. They will make comments like, "I just want to listen." "I can learn more when I don't talk." When this happens during group discussions, there are some things you can do to include non-talkers.

(1) Give them an opportunity to practice talking in groups. When they introduce themselves at the beginning of the first session, they will have their first experience in talking to the group. They will hear their own voices while experiencing other people listening to them.

(2) Listen carefully to what each person says in the introduction. Later this will enable you to relate something they said during the introduction to some current discussion topic. To do this, mention the non-talker by name and say somethinglike: "Joe, you may know more about this situation since you were born in Eloy..." or "Susan, you have been a homemaker for several years, you may be familiar with this situation." This serves to get them used to being involved as a listener. They will begin to expect you to mention their names and make comments on their shared experience.

Once this contract is established, you can increase the intensity: "Joe, since you know about the situation, tell us a little more about it." or "Sally, you have had experience in the school system, what are some of the barriers that you have come up against?" In this way, you are showing that they have information that is valuable to the group. You are also showing that you know they can contribute this information to the group. This allows them to be the focus of positive attention in the group. In short, they are allowed to show some expertise.

VI. Techniques, Continued

(3) Another technique to encourage non-talkers is to discuss topics in which all group members share experience. Driving cars, raising children, being members of families, having been children; all of these are common experiences. Everyone can contribute to these kinds of discussions. Remember, each person is an expert when he/she talks about his/her own experience.

There are several reasons that people choose to be silent in group discussions. Many of the reasons have to do with fear. Some of the fears are: being laughed at, sounding stupid, having the "wrong" answer or being rejected. Lack of practice may make someone hold back. Groups and group discussions may be a totally new experience. Talking with strangers my be new. Know that fear and lack of practice are two of the main reasons people keep quiet in discussions. Part of your job is to reduce the fear and give an opportunity for practice. The non-judgemental, non-threatening atmosphere is vital for this.

To get a response, speak the person's name, ask the question, WAIT for an answer.
When the wait exceeds 10 to 15 seconds and there is no answer, say, "Julie, I may not have made myself clear, let me ask that question in another way." This allows you to accept the responsibility for a miscommunication. It also allows the other person to relax a bit. He/she knows you are not judging. When you repeat the question, he/she can listen to you with a little less fear. This person also knows that you will stay with them, you will not just skip over him/her and go on to someone else. Sometimes he/she will finally answer just to get off the hook. This is OK. Practice is practice.

After a person who is not used to responding does respond, that is the time to tell him/her that you appreciate what he/she has said. You can do this with a facial expression or with words. This kind of accepting, encouraging behavior on your part will usually allow group members to open up and share in ways they have seldom if ever done before.

VI. Techniques, Continued

2) Limiting the Dominating Talkers

Many people have a need to talk a lot. Sometimes it is because no one has ever listened to them. Sometimes it is because they do not listen to themselves or to other people. Sometimes they simply do not have listening skills. Whatever the reason, when one or two people take over a discussion, it squeezes out other people who are not as agressive. Usually the dominators will show you who they are within the first half hour. The Guidelines for Groups gives you some help with this situation. You can refer the entire group back to the Guidelines. One of the guidelines is that sometimes there will have to be a time limit on talking.

The above suggestion may not work. Dominators may keep on dominating and quiet ones may continue to hold back. Then you will have to get a bit stronger. Say, "Tony, the things you have to say are interesting, but I would like to hear what Sue has to say." If Tony is off the subject or talking about someone else's experience, say, "Tony, I want to get back to the topic. Sue, you looked like you had something to say.."

If your situation is serious—a dedicated dominator--you can say, "Barbara, I can see that what you have to say will take more time than we have here in the group. Would you like to talk about it after the meeting?" If the dominator is blocking the group's progress, you may have to suggest that he/she drop out of the group. This happens rarely.

3) Bringing the straying group back to the topic

Discussions tend to wander. When you notice this has happened, say, "I noticed that we are really off the subject. Shall we move back to the unit or continue with this discussion?" Let the group decide. They will usually want to get on with the unit.

4. Asking Questions

Questioning is most effective when the leader knows that each person has the intelligence, courage and wisdom to meet any of life's situations--including the question being asked.

VI. Techniques, Continued

1) Looking for the "right" answer

Many times people will be afraid to respond to questions because they will be looking for the "right" answer. In group discussions, the "right" answer does not exist. Attitudes toward questions in learning situations are usually formed in early school years. People often learn that when someone asks a question, they already know the answer. This attitude on the part of both the questioner (I know the right answer) and the responder (the leader already knows the answer and I should know it too) closes off possibilities of discovering new answers.

2) Expectations

The expectations that the questioner has the "right" answer leads the group members to either search for that "right" answer or to ignore the question. This is because they already know that they do not know the "right" answer. The result in this kind of situation is usually no response. Effective questions help start lively discussions. Different alternatives and possibilities are explored. Your job will be to create an open, accepting atmosphere where ideas are explored--not where "right" answers are given.

3) Creating an open atmosphere for questions

In facilitating groups, the questioner needs to know that there are many different answers for any given question. In fact, some of the most surprising breakthroughs occur in groups as a reaction to a spontaneous, thought provoking answer. One way to achieve this open, accepting attitude in asking questions is to remind yourself, as you ask the question, that you do not know the answer. It is a good idea to tell the group members that you do not know the answer to the questions.

4) Three main reasons to ask questions

(1) To draw out group members. This has been discussed earlier in the Training Guide on pages 20-21.

VI. Techniques, Continued

(2) To clarify something that someone has said in the group. In these instances you will ask questions such as, "I am not sure I understand what you just said. Will you tell us more about that?" or "It sounded like you were unhappy about what happened." (Usually the group member will either say, "yes, I was" or "No, I was not" and then go on to tell more about the situation. Another clarification question could be, "Did you ask her about it?" Your question will be to find out more about what was said.

(3) To bring information to the group's attention. In these instances, you will ask other group members to share experiences or events that will help the learning. "Harold, what happened when you took that class?" "Lola, how did the school board respond to your request?" When you know the answer to the question you are asking, tell the answer, do not ask a question. Otherwise, you often get involved in a frustrating game of "Hide and seek" while the group members try to find your answer.

5) Kinds of questions

There are several ways to look at questions. The two that we will consider first are "closed" and "open" questions.

(1) A closed question: there are either a limited number of answers to the question or the group members already know the answer. An example: "How many months are there in a calendar year?" There is one standard response to this question--12.

(2) An open question: The response is based on the responder's experience, perception and/or use of shared information. An example: "What do you like about apple pie?" There are many possible answers to that question. None is more "right" or "wrong" than another.

VI. Techniques, Continued

6) Another way to look at questions is to examine what you ask of the responder.

(1) Information seeking: "Where do you live?" "How long have you been here?"

(2) Testing understanding: "Does this mean anything to you?" "Tell us how this works."

(3) Summary or review: "What was the point of that exercise?" "What are the main ideas in this unit?" "Sally, will you sum up what we have just talked about?"

(4) Relate one bit of information to another: "Billy, how do those two ideas fit together?"

(5) Look for new meanings or information: "Now that you have this new information, what other ways are there to look at that situation?"

7) Tips on Asking Questions

(1) Sensitivity

Asking questions in group discussions requires a sensitivity to the moods and needs of both the leader and the person being questioned. The questioner needs to be aware of how the responder feels about the question. Sometimes the question is welcomed and sometimes it is resisted. If you are in doubt about how the question is received, ask. "Do you feel that I am pushing you?" "Would you rather not answer that question?" "You do not have to answer the question."

The other part of the sensitivity is directed toward you as the questioner. How do you feel about the question? What is your intention in asking it? Whose needs are you trying to serve?

VI. Techniques, Continued

(2) Defensiveness (How a person reacts when he/she feels attacked or threatened)

A lack of defensiveness is necessary because the leader cannot anticipate the response. People often respond to questions in unexpected ways. They may refuse to answer or to even acknowledge the question. They may reject the question or choose to ignore the question's intent. At these times, it may be easy for you to react defensively. Know that any response--or non-response--is appropriate to the responder. That person is giving you information about him/herself, not about you. Avoid arguing for or defending your question. Accept the response as it comes. In this way, you accept yourself and the responder.

(3) Questions asked of the group in general do not often get a response. For example: if you look around the group and ask a question, most of the group members will be unsure as to who you want to respond. Most people will hold back until they know what you want. One way to avoid non-response is to ask the open, general question, wait for ten seconds to give people time to think about it, then call someone by name. "What is a good place to start looking for a job?" (pause while establishing eye contact with group members) "Sam, where will you start looking for a job?"

(4) Call someone by name to get him/her ready for a question. For example: "Helen, how would you handle this situation?" Immediately you have the attention of the responder and he/she is ready for your question.

(5) Do not try to respond to everything that is said. When you ask group members to contribute to an idea or thought, listen to what he/she says, pause, then go on to the next person. Often group facilitators feel the need to comment on everything that is said. This can slow down the discussion and turn it into several one-way conversations between the leader and individual members.

VI. Techniques, Continued

(6) Give feedback to those who respond or comment. The feedback can be a facial expression, a paraphrase, a comment such as "I understand", "Thank you for sharing that". This may sound like a contradiction to Tip (5). It is not.

> As a group leader, your job in asking questions is to know what you want to accomplish.

VI. Techniques, Continued

5. Meditation/Relaxation Exercises

These exercises are designed to give the group members a chance to relax and look into themselves. This is most effectively done when you are comfortable with the technique. You can practice the technique by yourself, using a taperecorder, or with one or more friends.

1) Suggest that the group members sit comfortably in their chairs and close their eyes. Usually 3 or 4 deep breaths which are exhaled slowly will help bring relaxation.

2) Begin the relaxation instructions in a quiet, calm voice. Talk softly and audibly. The flow of your voice will help set up the relaxed mood.

3) After each suggestion or instruction, pause long enough to allow the group members to follow the suggestions. In order to do this effectively, follow the instructions yourself. The time it takes for you to do this will serve as a guide for the length of time to allow. The added benefit is that you will also be able to share in the discussion following the exercise.

4) After you have gone through the exercise, give clear instructions for the group members to actively rejoin the group. For example, "When you are ready, open your eyes." Then wait until everyone opens his/her eyes before you begin the discussion.

5) Talk about the experience. Give each person the opportunity to contribute.

VII. Feedback

Feedback is a form of evaluation. It is the information the group members give you and each other continuously. The information comes in the form of words, facial expressions and body positions. Part of your job as group leader is to notice and evaluate feedback. This will serve as a useful guide for you in presenting the unit.

1. What to look for

(1) Words

What people say is often a good indicator of what they are thinking and feeling. You can get verbal feedback by simply asking the group members to tell their reactions to a particular exercise or idea. Many times you will not have to ask, they will tell you voluntarily. This will often come in the form of stories about how they used information or ideas from the units.

(2) Facial Expressions

Sometimes people who are hisitant to speak will allow their faces to give the message for them. When you notice a questioning look, a frown or an expression of happiness appear on someone's face, take the time to check it out. "It looks like you have more questions about this issue." "It looks like you did not like what you heard." In this way, you can let the group member know that you saw the reaction and would like to hear his/her comment. This gives that person a feeling of worth. He/she knows that you value his/her feelings and opinions.

(3) Body positions

One way to check out the group's interests in what is going on is to see how they are sitting. Are they showing attention and interest or boredom and disinterest? Occasionally you can comment on what you are noticing. "I can tell that everyone is really involved in this discussion. Everyone seems intent on hearing what is being said." "It looks like no one is really interested in this area. Shall we drop it and go to the next topic?"

You begin noticing feedback from the moment the group meeting begins until after the group has ended. You will notice the people who are comfortable and those who are uncomfortable. You will notice the people who enjoy talking and those who would rather remain quiet. Feedback gives you clues as to how to approach each person in your group.

VIII. Evaluation

Evaluation is a way of finding out if you are doing what you are trying to do. Some evaluation instruments are included as part of each unit. These instruments are the pretest, the post test, the group member notes and the group leader notes.

1. The pretest

The purpose of the pretest is to let you, the group members and the project director find out how much information each group member has about the content of the unit you will be presenting. In giving the pretest, encourage your group members to answer the questions according to how they feel, not according to how they think they should feel. Tell them that there are no right or wrong ansswers on the pretest. You are not interested in "right" answers. You are only interested in their immediate reaction to the questions. Often people will try to "look good" on a test. This test is only effective when the answers given show how the group member feels, believes and acts.

Read the pretest aloud with your group. Read each question and allow time for the members to check their response to the question before you go on to the next question. It is often a good idea to read the question twice. Do not rush your group members.

2. The post test

The post test contains the same questions that appear on the pretest and some other questions that measure the group members' response to the material and to you as the group leader. Tell your group members that the post test is a way of measuring immediate response to the unit. Read the post test with your group. Repeat each question twice and allow the group members enough time to respond.

3. The group member notes

This part of the evaluation gives the group members a chance to talk about each exercise. It also gives them a time to tell about their reaction to the package and the total experience in their own words. This is a chance for the group member to say whatever they want to about the experience. Allow the group members enough time to complete the group member notes.

VIII. Evaluation, Continued

4. The group leader notes

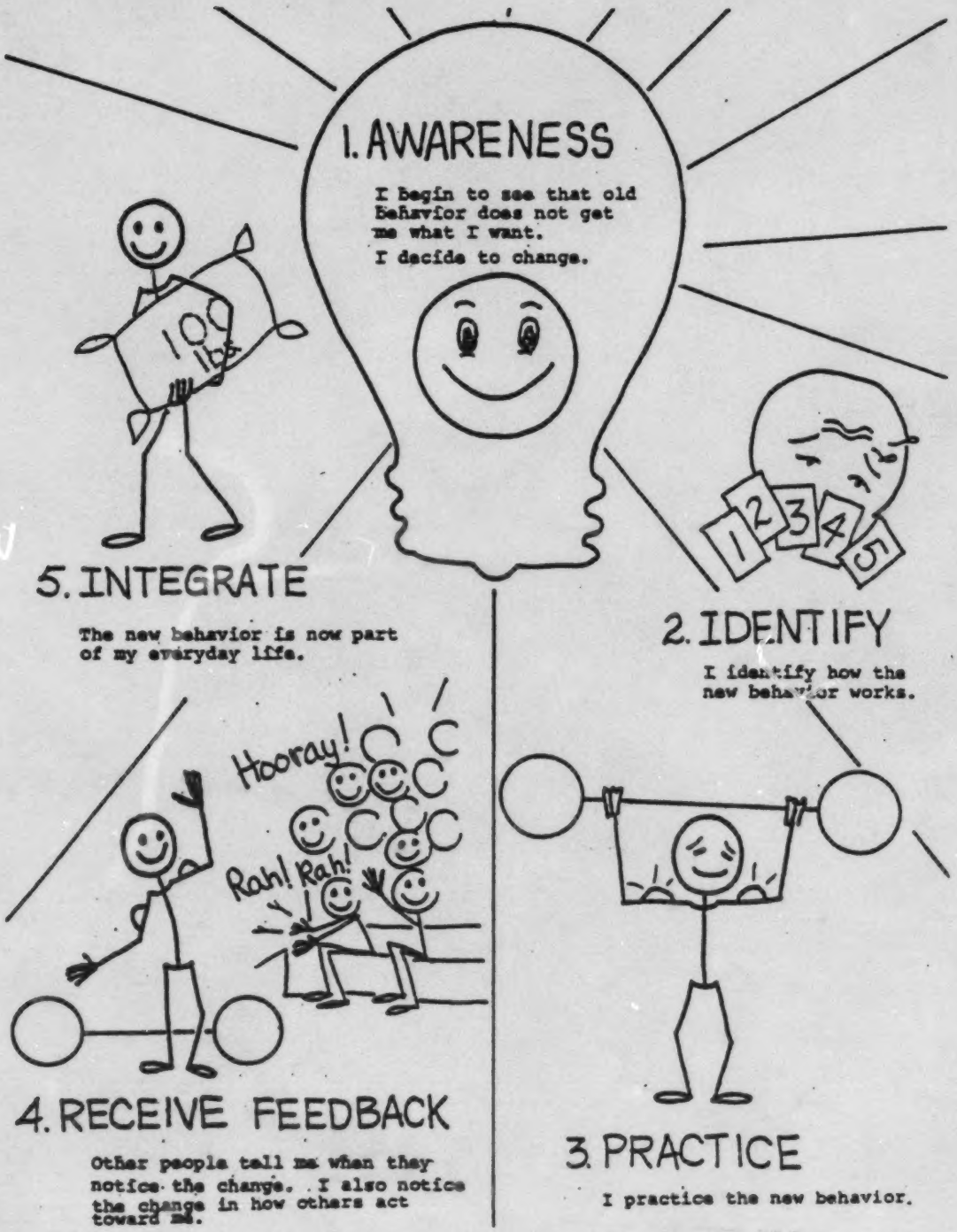
This is your opportunity to talk about the unit from your standpoint as group leader. You will talk about the exercises that you and the group enjoyed, felt were effective, and/or did not work. Any information you can give to explain your comments will be helpful.

The evaluation instruments completed by you and the group members will provide a guideline for improving the unit. They are an important part of the group process.

IX. Wrap-up

You now have enough information to begin a group. You are probably not yet an experienced group leader. The only thing that separates you from the experienced group leader is practice. In the words of the learning model for the unit, "Practice, practice, practice!"

Enjoy!


1. AWARENESS
I begin to see that old behavior does not get me what I want.
I decide to change.
2. IDENTIFY
I identify how the new behavior works.
3. PRACTICE
I practice the new behavior.
4. RECEIVE FEEDBACK
Other people tell me when they notice the change. I also notice the change in how others act toward me.
5. INTEGRATE
The new behavior is now part of my everyday life.
Hooray!
Rah! Rah!

SELF-ESTEEM PRE TEST

GENERAL INSTRUCTIONS

(to present before pretest)

The statements below talk about the ideas in the unit we will be working with. There are five choices for you to check. The one you choose should show how you feel about the statement. If you do not understand the statement, check that blank.

		Strongly Agree	Agree	Dis-agree	Strongly Disagree	Do not under-stand
1.	Positive self-esteem is very important to job success.					
2.	I am a very worthwhile person.					
3.	Negative self-esteem makes job success difficult.					
4.	Raising self-esteem is very important to success in life.					
5.	I am a very loveable person.					
6.	Positive self esteem is not very important to success in life.					
7.	I am very likely to succeed in a new job.					

SELF-ESTEEM POST TEST

		Strongly Agree	Agree	Dis-agree	Strongly Disagree	Do not under-stand
1.	I am a very lovable person.					
2.	The exercises on self-esteem were very effective for me in building positive self-esteem.					
3.	Positive Self-esteem is very important to job success.					
4.	The unit on self-esteem was very worthwhile.					
5.	Raising self-esteem is very important to success in life.					
6.	This unit was very interesting.					
7.	The leader seemed interested in the group members as individuals in this unit.					
8.	I am a very worthwhile person.					
9.	Negative self-esteem makes job success difficult.					
10.	I am very likely to succeed in a new job.					
11.	The leader encouraged people to think about self-esteem in a new way.					
12.	Positive self-esteem is not very important to success in life.					
13.	The leader knew a lot about self-esteem.					
14.	Not much was gained by learning about self-esteem.					

PRE-EMPLOYMENT TRAINING PACKAGE

Unit: Building a Positive Self-Esteem

Part I Building a Positive Self-Esteem

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The Self-Esteem Model	5
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BUILDING A POSITIVE SELF-ESTEEM

Part I: What is a Positive Self-Esteem?

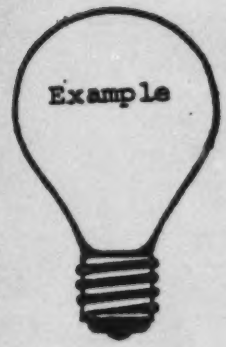
Get Ready for a New Idea!

Your self-esteem is simply your idea of yourself. You act on what you believe yourself to be in any situation. Who you think you are is what tells you how you are going to act. Your attitude toward yourself and others comes from your self-esteem. Others often see your self-esteem when they look at you.

The purpose of this unit is to give you an idea of your worth and loveableness as a person. The people and events in your life helped make up your idea about who you are. When your life is full of positive people and events, you tend to think well of yourself. When you have lived with negative people and events, you tend to believe that you are not loveable or worthwhile. Do you see yourself as loveable and worthwhile? How do you really feel about yourself? One way to find out is to look at how you feel about others.

When you like yourself, you find that you are able to like others. When you accept yourself, you find that you are able to accept others. This sounds easy, but it takes knowing who you really are to be accepting and loving. In this unit you will be able to find out more about who you really are.

Your self-esteem is important to many areas of your life. Think about how you feel about getting a job. Maybe you believe that you would enjoy a certain kind of job. Maybe you believe that you cannot get a job. Your job choice depends on your self-esteem--your idea of yourself.



What Makes a Person Worthwhile?

I used to think that some people were better/more worthwhile than I. This was because of their money, the family they were born into, their education or background. As I learned more, I realized that some people felt worthwhile without those things that I had thought were important. Also, some people who had all of these things seemed to feel that either they or others were not worthwhile. I began to take a closer look at what was happening. Somehow, the people who felt worthwhile were able to make their lives work for them. They were able to do what they wanted to do in their lives. It did not seem to have anything to do with their money, their families, their education or their background.

What they all had in common was a positive attitude about themselves. They believed in themselves.

You can build a more positive, "I am worthwhile" attitude about yourself. Remember, it is a skill you can learn. This unit is all about giving you ideas on building your positive self-esteem. The place to start is to take a look at what you think of yourself.

*attitude - what you think about someone or something.

What is a Self-Esteem?

Each person has a self-esteem -- an idea of himself. The positive self-esteem has two parts:

Positive Self-Esteem

1. I am loveable. Being loveable means being able to accept yourself and others while allowing others to accept you.
2. I am worthwhile. Being worthwhile means that you are valuable, you count, just because you exist.

Exercise SE1: How Do You Act When You Have A Positive Self-Esteem?

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 10 minutes	Discuss: "How do people act when they see themselves as loveable and Worthwhile. What kinds of choices will they make?" - How will they spend time? - How will they spend money? - What kinds of friends will they choose? - How will they treat themselves? - How will they treat others? Ask the question: "How do you act when you believe you are loveable, worthwhile?"

What is a Self-Esteem? (continued)

The other side of the positive self-esteem is the negative. The negative self-esteem also has two parts:

Negative Self-Esteem

1. I am not loveable. I am not able to give or accept love. I am not able to accept myself or others. I do not allow you to accept me.

2. I am not worthwhile. I am not important.

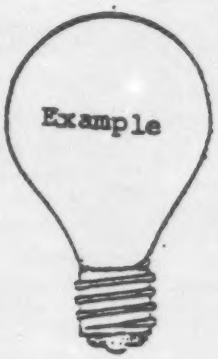
Exercise SE2: How Do You Act When You Have A Negative Self-Esteem?

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 20 minutes	Discuss how people act who see themselves as unloveable and worthless. - How do you act when you feel unloveable and worthless? - How will you dress? - How will you treat yourself? - How will you treat others?

THE SELF-ESTEEM MODEL

Take out the drawings on pages 13-17. Imagine that the drawings stand for a person. That person is you. Notice that these drawings are in layers. Each layer covers the layer under it. As we go through the drawings, see if this model is like the way you sometimes feel about yourself.

First Layer: Look at the first layer, "What I want other people to see. (page 13) The first layer of the circle stands for what we want other people to think about us.



I want you to think of me as a nice person, able to do things, smart, good looking and fun. These are things that are important to me. I like people who are nice. I believe if I am nice, others will like me.

What do you want others to see in you? Fill in the blank spaces in your first layer. It is page 13. This stands for what you want other people to see when they know you.

THE SELF-ESTEEM MODEL (continued)

Exercise SE3: First Layer - What I Want Other People To See In Me.

TIME/ACTIVITY	SUGGESTED APPROACH
Writing/Group Work 15-20 minutes Brainstorm	Encourage the group to write words in the first layer. Give five minutes for them to work alone. Many people will not feel comfortable doing this. After five minutes, do the exercise as a group. Brainstorm. Ask for words that anyone might want others to think about them. List these words on the blackboard or newsprint pad. Accept negative and positive words. When you have 20 - 30 words, stop and ask your group members to complete their outer ring. They may use the words suggested by the group. At conclusion, ask, "How did you feel about writing all these positive words?" - Was it easy? - Was it hard? - In what ways?
Materials	Grease pencil or chalk
Page Reference	Page 13 - First Layer

THE SELF-ESTEEM MODEL (continued)

Second Layer: What I try to hide from other people. (page 14) The next layer, below the outer layer, represents your characteristics which you do not want others to see. They are hidden under the layer you show to others. These may be the things that you think other people will not like, such as: impatience, selfishness, caring or intelligence. These may be positive and/or negative. This part of the exercise takes you a bit deeper into yourself. You will be taking a risk when you look at things you try to hide.

Exercise SE4: Second Layer - What I Try to Hide From Other People

TIME/ACTIVITY	SUGGESTED APPROACH
Writing/Group Work	Say or read: "Take five minutes to fill in blanks on the second layer."
	After five minutes
Brainstorm 20 minutes	"Let's brainstorm possible traits anyone would want to hide." After 20 - 30 words, ask the group to finish their hidden layer.
	Ask "How did you feel about looking at your hidden self?" "Was it easy? Hard? What does this tell you about yourself? About others?"
Materials	Grease Pencil or Chalk
Page Reference	Page 14 - Second layer

Exercise SE5: Reversing Our Outer Layers

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 20 minutes	Discuss the following: Sometimes the outer layers may be reversed: Why might a person want to show negative characteristics and hide their positive characteristics?

Third Layer: Things I really hide.
The second layer covers another more deeply hidden layer (page15). Hurt and anger are harder to show to others. Many of us are afraid of showing that we have "weaknesses". These are the things we really hide.

Often we do not let ourselves feel our own hurt or anger. In fact we often hide hurt by acting angry. It is common for us to disguise feelings that are too risky, or that we "should not have", with other, safer feelings.

Exercise SE6: Why is it Risky to Show Hurt?

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion (up to 20 min)	Ask, "Why is it risky (scary) to show hurt? What are we afraid of if we show hurt? What will we lose if we do not risk showing our feelings? What do we gain when we show how we feel?"
Optional	"List the things that hurt and anger you. You might want to do this in private. It may help you to identify your hurt and anger by writing it down and looking at it.
Page Reference	Page 15

* disguise - cover-up, mask or hide.

THE SELF-ESTEEM MODEL (continued)

Fourth Layer: Fear and Negative Self-Esteem. (page16) The third layer - anger, hurt covers another layer. That is fear. Our fear is that others will find out what we are trying to hide: our negative self-esteem.

****
*
* Now just for a minute, think about this. *
* Where did you get the idea that you are *
* not loveable and not worthwhile? *
*
****

Negative Self-Esteem Core: This is what causes all of the trouble. We spend so much time and energy covering up negative feelings about ourselves! Imagine yourself carrying 20-pound weights in each hand and having 20-pound weights strapped to each leg. This could make getting around very difficult for you. A negative self-esteem does the same thing to your life. It weighs you down and keeps you from being all you can be.

The part that is so hard is that most of us have learned not to think about the negative feelings we have of ourselves. We do not think about our fear that other people will find out that we are not perfect. We try to hide our resentment, insecurity and anger. Pretty soon we don't even know why we are doing some of the things we do. We do not know what is holding us back. We often blame other people. Some of us say we have problems because our parents did not give us what we needed. Others blame society--"it" keeps us locked out of the good life.

*core' - foundation or root
*resentment - stored-up anger, bitterness
*insecurity - a feeling of being unsafe, uncertain or fearful.

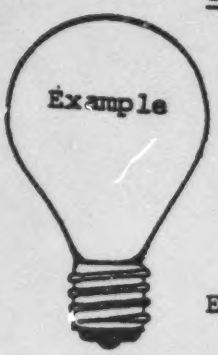
THE SELF-ESTEEM MODEL (continued)

Your True Self:

There is a final layer under all of those we have mentioned. This layer is what we call Your True Self. Often, this layer is the most deeply hidden. It is worth the trouble it takes to find it -- and it is always there. Your True Self holds your infinite potential for love and worth.

Exercise SE7: True Self Layer - You as You Are

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 20 minutes	At this point say or read: "This layer shows you as you are. You are loveable and worthwhile simply because you are a person. You make choices. Now you see that your choices have a positive foundation. Let us talk about this." (Some discussion questions: How will the idea that each person can make choices from a positive foundation affect your life? Look at some of your experiences--do you act from a position of strength or weakness? Where did your strength or weakness come from?)
Page Reference	Page 17 , True Self Layer



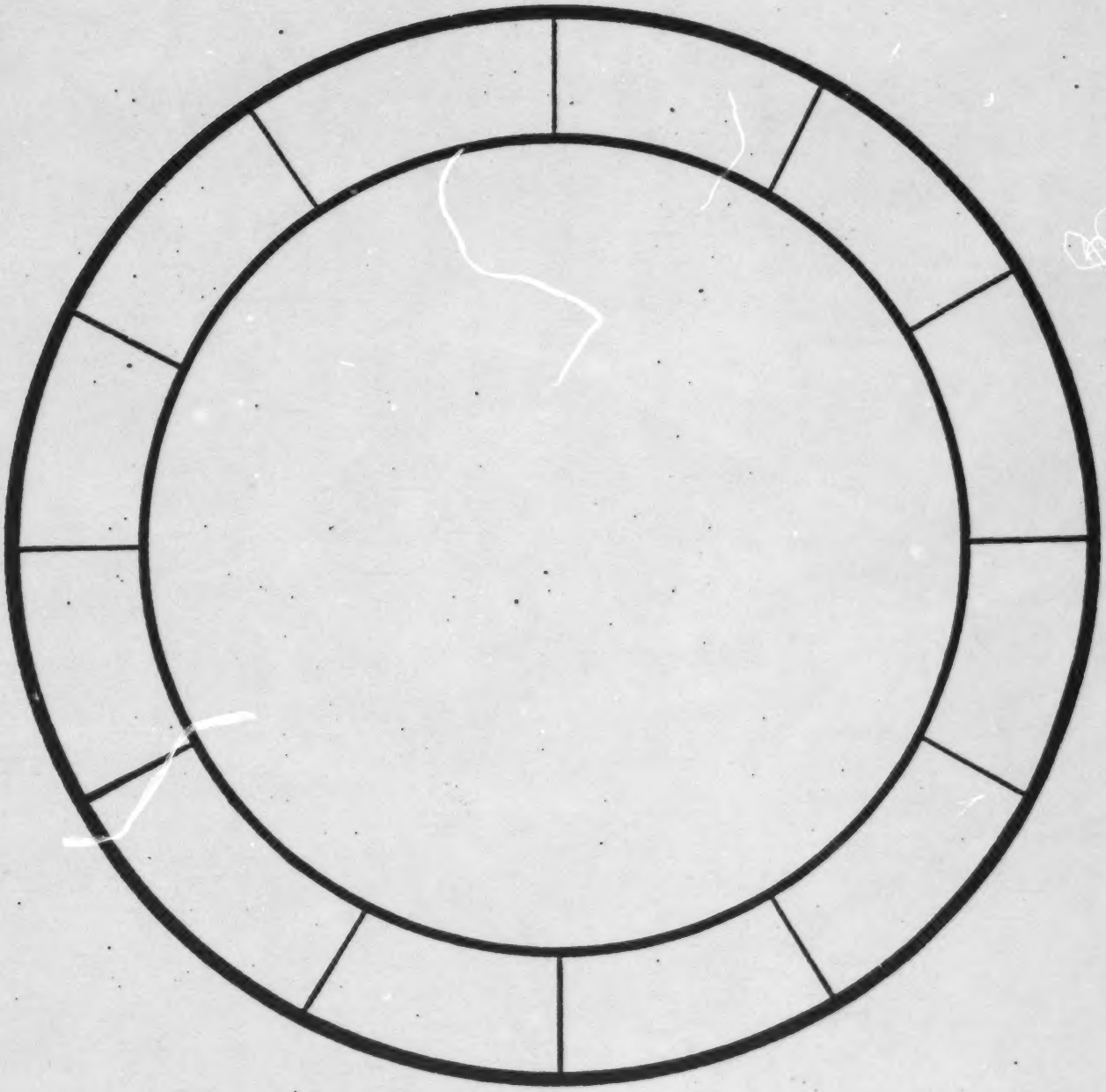
The basic truth about every person is that he or she is loveable. You are loveable and worthwhile and so am I. The person sitting next to you is loveable and worthwhile. Now I would like for you to stop and take some time to discuss these ideas with your group.

Exercise SE8: Does Everyone Have the Potential to be Loveable and Worthwhile?

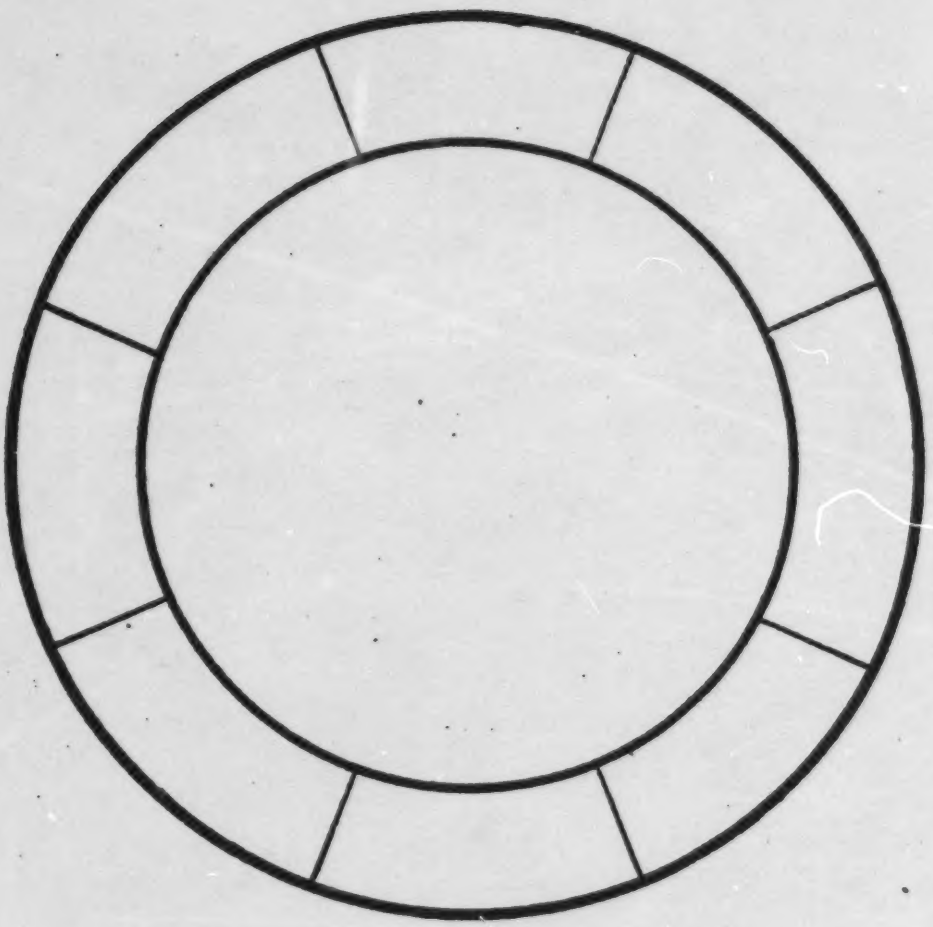
TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 20 minutes	Ask group members: "Do you believe that everyone is loveable and worthwhile?" If you get some negative responses, ask them to explain their responses. Then have them refer back to the Self-Esteem Model to see where the negative characteristics fit in. Now ask: "Is each person only the negative things he or she does? Does everyone have the potential to be loveable and worthwhile? How will you treat others when you know about their true selves? How will you treat yourself when you know your true self?"
Page Reference	Pages 13-17, Self-Esteem Model

*potential - capable of development

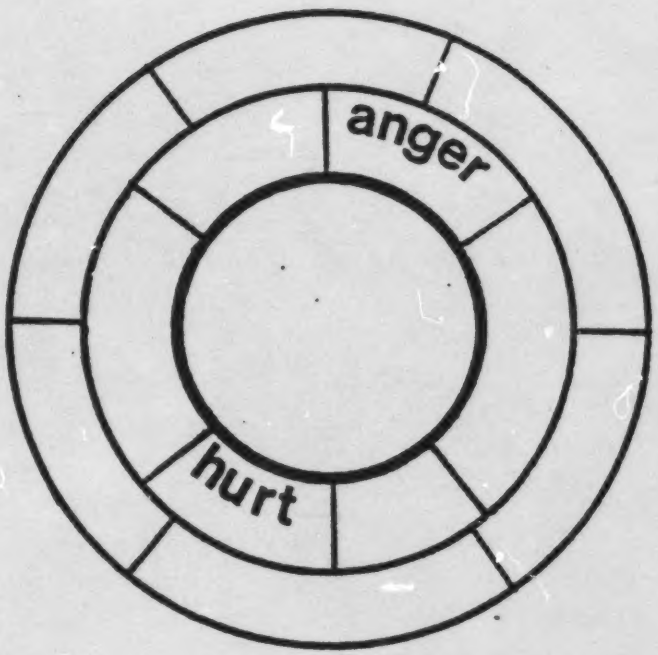
FIRST LAYER - What I want other people to see in me.



SECOND LAYER - What I try to hide from other people

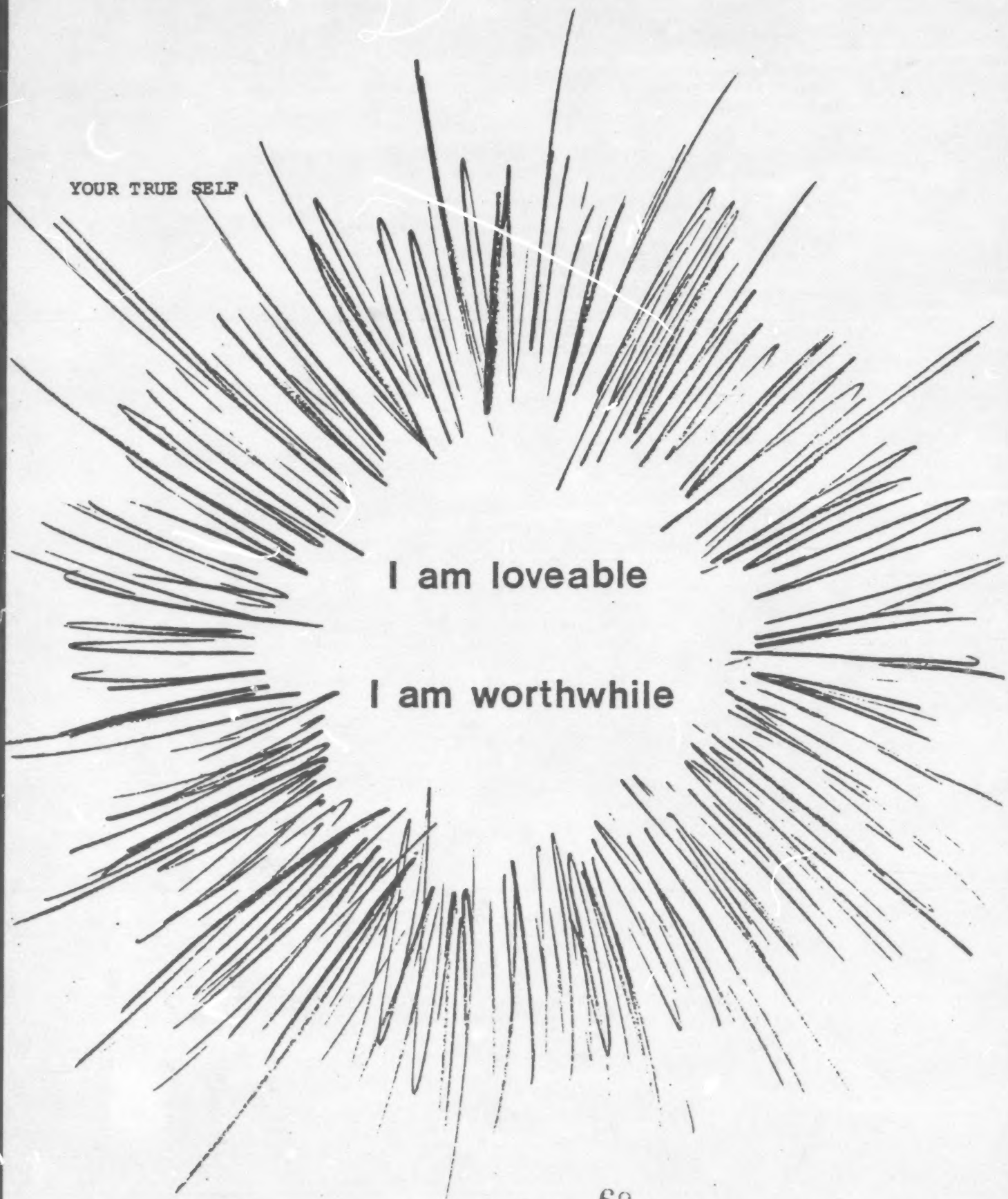


THIRD LAYER - Things I really hide



FOURTH LAYER - Fear and Negative Self-Esteem Core

YOUR TRUE SELF



Exercise SE9: Does the Layer Model Describe You?

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 20 minutes	Stop and check out what the people in the group feel about these ideas. Have they found that the layer idea is true for them? Does this idea explain some of the feelings they have had? - Was there one part that really seemed like you? - In what way? - How will this idea be useful to you?

Many of these ways of covering up feelings began when you were young and did not understand. When you did something that adults or older children did not like, you often heard the words, "No. No. Bad girl!"; or "You are a bad boy."; "Don't you ever do anything that I tell you"; "Can't you ever do anything right"; "Look how clumsy you are"; "Mommy doesn't like you when you do that". When you are very young, you believe that these messages are true. You then believe that there is part of you that is bad, and you should keep it hidden. As you grow older you begin to learn to be afraid that other people will find out that you are bad, unloveable, or incompetent. This fear is caused by your negative feelings about yourself.

*incompetent - inadequate or not capable.

THE SELF-ESTEEM MODEL (continued)

Exercise SE10: Breaking Through the Outer Layers

TIME/ACTIVITY	SUGGESTED APPROACH
Group Leader 10 minutes	After the group looks at negative self-esteem, explain how this model works: Read or say: "When you meet someone for the first time, it is as if your two outer layers are meeting. You see only the best in each other." (Hold two models up so everyone can see the two outer layers almost touching.) "As you get to know each other, you have some disagreements." (Bump the two outer rings against each other.) "The conflicts cause "cracks" in your carefully built wall of positive characteristics. Some of your carefully hidden anger and resentment seep out through the cracks. Along with these negative feelings some of the second layer which you were trying to hide - selfishness and pride leak through. The other person says, "Look at that phony! Now I see the real person!" While this person is thinking — and saying -- all of these negative things about you, you are probably thinking the same thing about him or her. Now we have a very hard conflict. The sad part is that neither of you understand what has happened. Neither of you is aware that the original conflict has gotten lost. Now the conflict is mixed up with the anger, hurt and fear that cover your negative self-esteems. You can see how easily two people can like each other a lot in the beginning and then decide they were "wrong" about each other. Were they "wrong"?"

***

SUPPLEMENTAL EXERCISE:

Your self-esteem is powerful. What you think of yourself tells how you will act. Here are some examples of how this works: (You may not say these words. You do act on the idea. How you act tells yourself and others what kind of person you believe yourself to be.)

Example #1: "I stop in traffic and wait for the other cars to go by, because that's the kind of person I am."
or
"I jump into traffic and take every opportunity to get ahead, because that's the kind of person I am."

Example #2: "When I go into a store it's okay for me to take something that I'm not going to pay for, because that's the kind of person I am."
or
"When I go into a store I never take anything unless I'm going to pay for it, because that's the kind of person I am."

Example #3: "I do my work right away to get it done and be free, because that's the kind of person I am."
or
"I play as long as I can and put off doing my work until later, because that's the kind of person I am."

Example #4: "When I go to class I want to talk with the other students and have a good time, because that's the kind of person I am."
or
"When I go to class I listen carefully to what the teacher is saying, and I try to find out what it means for me, because that's the kind of person I am."

****

You spend so much time trying to hide who you are from yourself and from others, because you are afraid that you are not loveable and worthwhile. When you spend time getting to know who you are, you find that you are loveable and worthwhile just because you exist: just because you are.

****

You choose to be the kind of person you are. You choose your self-esteem.

****

How you think of yourself is the guideline that other people use when they think of you.

****

When you look at your actions very carefully you can see that you do some things and avoid other things because of the kind of person you believe you are.

****

A long time ago a wise man said that the unexamined life is not worth living. I wonder how much of our lives we live automatically, without being aware of what we are doing.

****

When you think well of yourself you think well of others. Then it is easier for others to think well of you.

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Change your self-esteem. The way to do this is to practice doing positive things for yourself and others. Practice thinking positive thoughts about yourself and others. Practice giving and accepting love.

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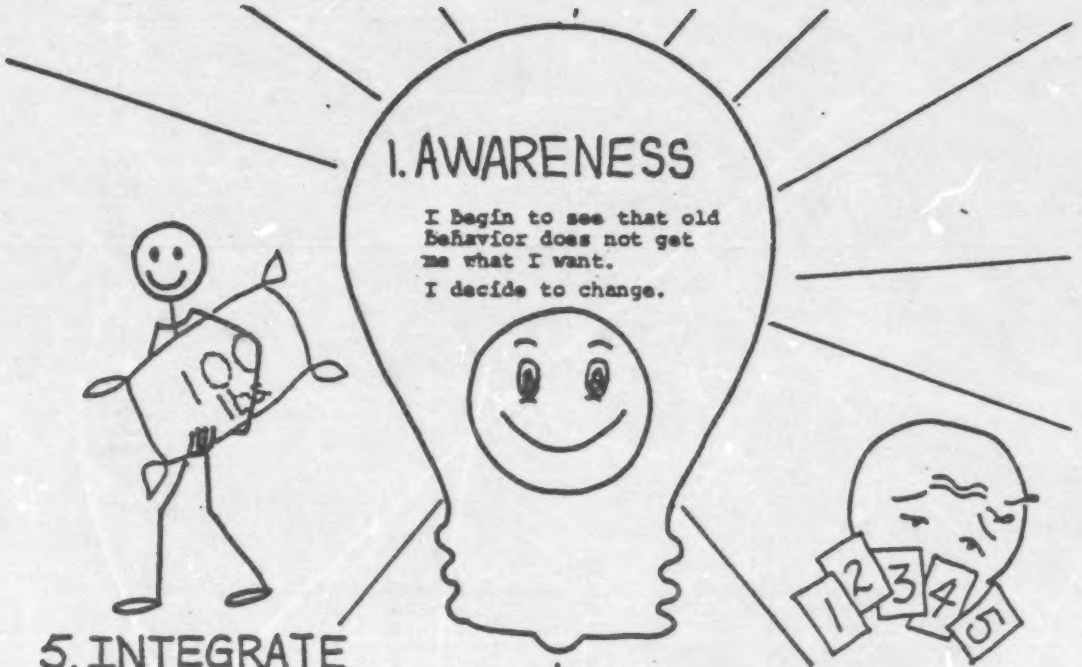


5. INTEGRATE

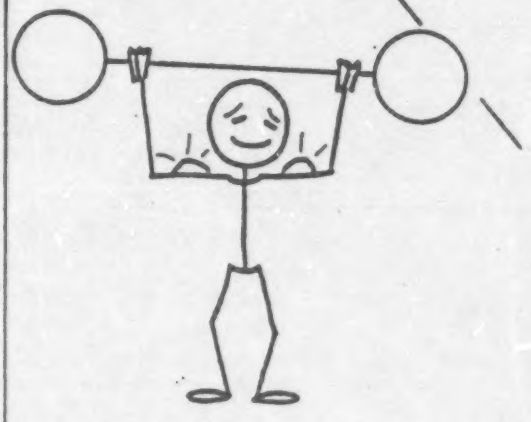
The new behavior is now part of my everyday life.

2. IDENTIFY

I identify how the new behavior works.

4. RECEIVE FEEDBACK

Other people tell me when they notice the change. I also notice the change in how others act toward me.



3. PRACTICE

I practice the new behavior.

Part II: Experiences in Building A Positive Self-Esteem

How do you feel about yourself?

Do you see yourself as:

- Smart or dumb
- Patient or impatient
- Pretty or ugly
- Hard working or lazy
- Out-going or shy

How do you honestly see yourself? In a negative or a positive way?

You may have heard people say, "my cup runneth over". They usually mean that their life is full of positive things. In this unit, a full cup, running over, means, "I am really feeling good about myself".

The purpose of this unit is to explore your feelings about yourself. This will give you a deeper, more positive feeling about your strengths.

Imagine that you have a cup. Is it empty? Is it full? Keep track of your cup today. Try to see the kinds of things you do which fill your cup.

Exercise SE11: How Full is Your Cup?

TIME/ACTIVITY	SUGGESTED APPROACH
Drawing 5 minutes	Give each person a piece of paper (8-1/2 x 11"] and a magic marker. Each person is to draw a detailed picture of his/her cup. They will show how full or empty they feel their cup is. When finished, ask them to put a number "1" on this sheet, fold it and put it in their books until later.
Materials	Paper and marker for each participant.

Exercise SE12: How Do I Feel About Myself Today?

TIME/ACTIVITY	SUGGESTED APPROACH
Writing and Group Work 15 minutes	Instruct the group members to fill out the form on page 25. Give enough time for each person to complete his/her form.
Page Reference	Page 25. "How I Feel About Myself Today" Go on to page 26.

Exercise SE12: How I Feel About Myself Today, Worksheet

Fill in the columns below.

These are my feelings about myself today:

Negative: This is what I do not like about me:

1. _____
2. _____
3. _____
4. _____
5. _____

Positive: This is what I do like about me:

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise SE13: What Are Your Strengths?

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 25 minutes	Say or read: "You have spent some time looking at how you feel about yourself. Was it easy to write things you like about yourself? Many of us were taught that it is "conceited" to "brag" about yourself. This makes it hard to even think about liking ourselves. Also, we sometimes see people saying good things about themselves while putting down other people. This exercise is different from that negative behavior. This exercise gives you a chance to tell yourself some things that are true about you. One way to develop your strengths is to admit that you have them - and then use them. Can you see the difference between conceit and admitting your strengths?" "Choose a partner. Take 5 minutes to tell your partner some of your strengths from the "positive" part of your paper. Remember, this is how you build your strengths." After the partners have finished, lead the following discussions. Take approximately 10 minutes for each question. A. Are you more critical of yourself than of others? B. Does thinking about yourself in a negative way keep your "cup" empty? How does thinking about yourself in a positive way fill your "cup"?
Reference Page	P.46,"These are my feelings about myself today"

*conceited - having an excessively high opinion of yourself.

Exercise SE14: Attitudes and Actions

TIME/ACTIVITY	SUGGESTED APPROACH
DISCUSSION	Say or read: "We have been talking about how you feel about yourself. We have looked at our strengths. We have also looked at how we criticize ourselves and others. How does our attitude toward ourselves affect what we do? What is the connection between what we feel and what we do?"

Connecting what you do to how you feel.

Something to think about:

We usually blame--or give credit to--other people for how we feel. When we feel bad, we know who to blame. When we feel good, we know who to thank. Others are in control of us and our feelings. There is a way to take control of how we feel.

This is how it works: Do things that make you feel good about yourself and stop doing things that make you feel bad about yourself. This sounds so simple -- and it is. It could be hard if you have a habit of doing things that make you feel bad.

Remember, your life is a "full cup" when you feel positive about yourself. It is your choice.

How do you make the change? Practice, practice, practice! Do things that make you feel good about yourself even when you do not feel like it.

*critical - to criticize, judge or evaluate.

Exercise SE15: What Makes You Feel Good or Bad?

TIME/ACTIVITY	SUGGESTED APPROACH
Writing 10 minutes 15 minutes	Instruct the group to individually complete the exercise where they state the things they do that make them feel Bad and good. (Page 29) After the group members write their lists, say: "Let us talk about what you have discovered about yourself." Do you notice any patterns? Do you make sure you do things that make you feel good?"
Page Reference	Page 29,"What makes you feel good?

Exercise SE15: What Makes You Feel Good?
Worksheet

1. List the things you do that make you feel bad.

2. List the things you do that make you feel good.

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*****************************************
*                                       *
* Name your limitations carefully -     *
* they will keep you from knowing       *
* what you can do.                      *
*                                       *
*****************************************
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Exercise SE16: Speaking Up

TIME/ACTIVITY	SUGGESTED APPROACH
Group Activity and Discussion 20-25 minutes	Say or read: "The self-esteem also affects the way we speak up--or do not speak up--in our daily lives. It is risky to speak up sometimes. How do you feel about taking a risk when you have a negative self-esteem? A positive self-esteem? Pause here and discuss with the group their individual willingness to take the risk of speaking up. After the group has discussed taking risks, lead the following discussion: "There seems to be a pay-off for speaking up. Sometimes there seems to be an unpleasant result for not speaking up. Let us look below and read Speaking Up. Then we will talk about it." When you have all read the material (read it aloud), lead the following discussion: "Do you agree that there is a penalty for keeping quiet? Is there a reward for speaking up?" At this time, share an experience from your own life. You may tell about a time you wish you had spoken up and had not--or about a time you did speak up and how that turned out. (Give a personal example before you begin.)

Letting others know who you are.

Have you had the experience of wanting to say something in a group and saying nothing? Did you go away feeling angry or unimportant? Have you also experienced speaking up (sometimes with trembling voice), saying your opinion and feelings? How did you feel about speaking up?

When you have the habit of not expressing yourself, unpleasant things can happen:

- You may get sick, depressed, or anxious
- You may get tired or withdrawn
- Other people feel cut off from you and do not understand you or know you very well

When you do not express yourself, you suffer. Your relationships with others suffer too.

When you express yourself, positive things can happen:

- Others know how you feel and what you want. (This increases your chance of getting what you want.)
- There is more understanding between you and others
- You feel better about yourself
- You feel better about others
- You feel more alive

(Sometimes your ideas are rejected when you express yourself. At these times you have the satisfaction of knowing that you did say something. Others now know how you feel.)

Exercise SE17: Learning How a Positive Self-Esteem relates to Speaking Up.

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 20 minutes	Lead a discussion about the relationship of the positive self-esteem and speaking up. Ask for suggestions that could help someone learn to speak up or develop a more positive self-esteem. Say or read: "Why will a person with a positive self-esteem risk speaking up?" "What skills does a person need in order to speak up?" How can anyone develop these skills? What is a starting point?"
Page Reference	Pg. 3 Refer to "What is a Positive Self-Esteem?"

Exercise SE18: Practicing What You Have Learned

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 10 minutes	Say or read to the group: "We have been talking about the positive self-esteem: "What is it? How does it work? What does it mean to you?" Tell the group about any of the ideas you have learned about your self-esteem? Then ask, "What are some new ideas you now have about your own self-esteem?" (Pause and ask group members to respond. Everyone will respond.) Now tell what ideas you plan to use in your life. Ask them to share their plans with the rest of the group: "What idea, or ideas, will you now practice in your own life?" (Again, ask everyone to respond.)

Exercise SE19: Making Changes in Your Self-Esteem

TIME/ACTIVITY	SUGGESTED APPROACH
Group Leader 5-10 minutes Relaxation/Medi-tation Read this slowly. Pauses last 30-40 seconds	This exercise is relaxing and builds a positive self-esteem. Ask everyone to sit comfortably in their chairs close their eyes and relax. Then read the following closing exercise: "Each one of has many strengths. (Pause) Think about your strengths. (Pause) Now take time to appreciate your strengths. (Pause) Accept your weaknesses. (Pause) You are worthwhile. Think about the one change you plan to make. (Pause) See yourself making that change successfully. (Pause) See yourself being patient and loving with yourself as you change. (Pause) You are successful. (Pause) After the pause, ask the group members to open their eyes when they are ready.

Exercise SE20: Saying Positive Things

TIME/ACTIVITY	SUGGESTED APPROACH
Group Activity and Discussion 15-20 minutes	Many people have great difficulty telling positive feelings about themselves. They find it much easier to look at the negative. Yet there is the need to talk about the positive in order to develop a more positive self-esteem. This is especially important in finding out one's abilities and skills. This exercise gives an opportunity for giving and receiving positive feedback.
Directions:	(1) A roll of toilet paper is passed around the small group and each member is to take as many sheets as they like. (2) Each person is then instructed to tell something positive about himself/herself that no one else in the group knows. As they make their positive statement they should tear off one sheet of toilet paper and place it in the middle of the table. He/she should continue making positive statements and tearing off sheets - until there is only one piece left. They should keep that piece until everyone has had a chance to make their positive statements about themselves. (3) Each person is to say one positive thing about another person for their last sheet of toilet paper. As the person makes the positive statement, he/she gives the sheet to another person. This process will continue around the circle until everyone has had a turn. (If someone wants to say something positive about more than one person, he can tear his last sheet into smaller sheets.) (4) Give the group members the opportunity to discuss the activity. Point out that many people have difficulty giving and accepting positive feedback (5) Encourage group members to discuss how they felt during this activity.
Materials needed	Roll of toilet paper

Exercise SE21: How Full is Your Cup?

TIME/ACTIVITY	SUGGESTED APPROACH
Drawing 5 minutes	(Repeat SE11) Give each person a piece of paper (8-1/2 x 11") and a magic marker. Once again, have each person draw a detailed picture of his/herself as a cup. They will show how full or empty they feel. When finished, ask them to compare their second cup with the first one they drew (SE11). Have them discuss the comparison results and how they feel.
Materials	Paper and marker for each participant.

You and your group members complete the "Notes" form which is the last page in this unit.

GROUP MEMBER NOTES

When you have completed your work on this unit of the package, please answer these questions and give this page tc your group leader.

Unit_____

1. I used everything in this unit. yes_____ no_____
   If your answer is no, list the parts you left out (include page numbers). Tell why you left these out.

   _____

   _____

   _____

   _____

   _____

   _____

2. What worked well for you and your group? ("Worked well" means that it made sense to you and you were able to see possible areas of change and/or growth in your way of doing things.) Tell why you feel it worked.

Exercise #	Worked	Didn't Work	Comments

Exercise #	Worked	Didn't Work	Comments

3. Write about anything else that you feel will be helpful.

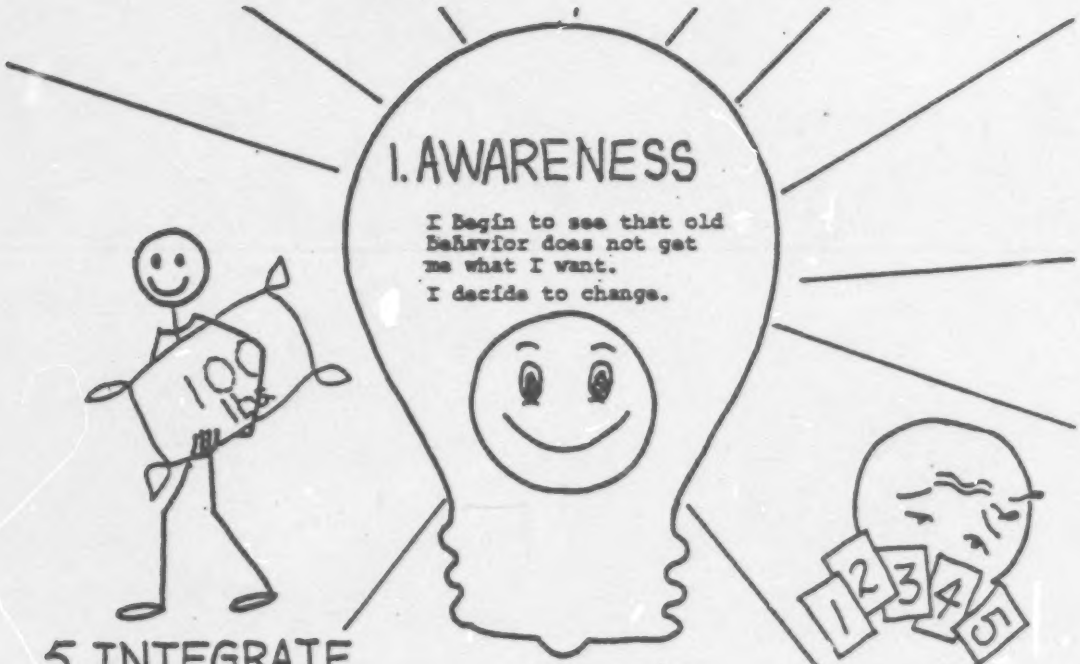
Your Name _____

Your Address _____

Group & Location _____

If additional space is needed, please use other side.

UNIT: Values Clarification


1. AWARENESS
I Begin to see that old Behavior does not get me what I want.
I decide to change.
2. IDENTIFY
I identify how the new behavior works.
3. PRACTICE
I practice the new behavior.
4. RECEIVE FEEDBACK
Other people tell me when they notice the change. I also notice the change in how others act toward me.
5. INTEGRATE
The new behavior is now part of my everyday life.
Hooray!
Rah! Rah!

VALUES CLARIFICATION PRE TEST

GENERAL INSTRUCTIONS

(to present before pretest)

There are no right or wrong answers to these questions. We just want to see what you think about the questions. Please try to answer all the questions. We will ask you some of these questions again later, to see if your ideas change.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Having well defined values is important to job success.	_____	_____	_____	_____
2.	Values are important in guiding my life.	_____	_____	_____	_____
3.	I feel that I can change my values.	_____	_____	_____	_____
4.	Being able to deal with value conflicts will make my life better.	_____	_____	_____	_____
5.	I believe I can change my behavior.	_____	_____	_____	_____
6.	Being able to change my behavior is important to success in a job.	_____	_____	_____	_____
7.	Being able to change my values is important to success in life.	_____	_____	_____	_____

VALUES CLARIFICATION POST TEST

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The unit on values was very worthwhile.				
2. Learning about values will help me deal with value conflicts.				
3. This unit was very interesting.				
4. I feel I can change my values.				
5. The leader seemed interested in the group members as individuals in this unit.				
6. The leader encouraged people to think about values in a new way.				
7. Being able to change my behavior is important to success in a job.				
8. The leader knew a lot about values.				
9. Not much was gained by learning about values.				
10. Being able to change my values is important to success in life.				
11. Having well defined values is important to job success.				
12. A value is something I think will make my life better.				
13. Values are important in guiding my life.				
14. I believe I can change my behavior.				

PRE-EMPLOYMENT TRAINING PACKAGE

Unit: Values Clarification

	Topic	Page
1.	Introduction What is a Value? What are your values?	1
2.	Where do we Learn our Values?	3
3.	Working out Value Conflicts	10
4.	What Are My Values?	16
5.	Group Member Notes (fill out and turn in)	18/19

VALUES CLARIFICATION

Introduction

"Values" is a word we hear about without knowing what it means. We talk about something "having value". We say some things are "valuable". That usually means that those things are important for one reason or another. It may also mean that they cost a lot of money or that there are only a few of them in the world.

When we use the word "value" in this unit, we mean something that is important to you. A value is anything a person believes will make his/her life better. "Values Clarification" means being clear about what your values are. In other words, knowing what you believe will make your life better.

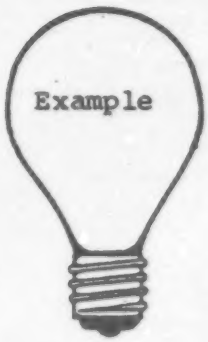
In this unit, you will look at some examples of values. You will find out where you get your values, how your values affect your life and how you choose to keep or change your values.

The decisions we make every day are based on our values. For example, everyday you decide to get out of bed or to stay in bed. You make this decision on the basis of what will make your life better - getting up or staying in bed. The fact that some people get up earlier than others shows that people have different values. Values are not "right" or "wrong", just different. In this unit, we want to give you some tools you can use to look at your values.

*clarification - to make clear, to understand

What is A Value?

A value is anything that I believe will make my life better. It can be something that I can see, hear and/or touch.



Example: I like to hear the people I love - my mother, husband, friend - say they love me.

I like to eat tortillas.

I like to smell orange blossoms.

I like to pay my bills.

I like to get my paycheck.

It can be something I cannot see, hear and/or touch - like an idea or a belief.

Example: I believe honesty is the best policy.

I believe in doing my work as soon as possible.

Exercise VC1: What are Some of Your Values?

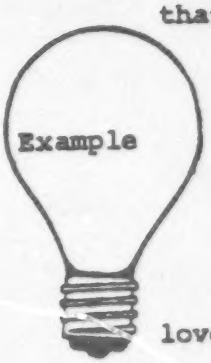
TIME/ACTIVITY	SUGGESTED APPROACH
Group Sharing 10 minutes	Leader say or read: "Do you have an idea of what values are?" (Go around the group and ask each person to give an example of a value they have. If someone is unable to give an example, give some more examples: I like helpful people. I like dancing. I like to sleep in a clean bed. I like to go to church. I like music. I like to drive my car. I believe in God. I like to see a smile.)

****
* *
* My value is simply what I like and *
* do not like -- what I do and do not *
* do -- what I believe will make my *
* life better. *
* *
****

Exercise VC2: Where Do We Learn Our Values?

TIME/ACTIVITY	SUGGESTED APPROACH
Group Sharing Brainstorm Discussion 10 minutes	Leader say or read, "Where do we learn our values?" Write their answers on a blackboard or paper as they say them. (Possible answers, "parents, ministers, teachers, brothers and sisters, friends and co-workers, TV, radio, books, newspapers, relatives, friends, etc." Get as many people involved in answering the question as possible. Continue with this discussion until many words have been listed.)
Materials	Chalkboard and chalk or newsprint and pen

People that we believe to be in authority over us and that we believe know more than we do are the ones we copy.



When mamma bought us apples, we learned that mothers buy apples for their children. When dad changed his clothes to work in the house or yard, we learned to change closhes before working.

We learn by watching and listening to others whom we love, respect or fear.

Everything we do, every decision we make and every course of action we take is based on what we believe will make our lives better--our values. Sometimes we act "on impulse". It seems that we do not make a decision. Actually, we are acting on our values without being aware of it.

*authority - the one, or ones, who are in charge.

Get ready for a new idea!

```
**************************************************
*                                                *
*   You are the one who puts ideas, thoughts     *
*   and beliefs into your own head.  YOU ARE     *
*   IN CONTROL OF WHAT GOES INTO YOUR HEAD.      *
*                                                *
**************************************************
```

It is the thoughts and beliefs in our own heads that cause us to feel happy and contented or dissatisfied and unhappy. Since we are the ones who put the thoughts and beliefs in our heads, then we are the ones who have the ability to change them if we want to. In order to make a purposeful change we need to know what we are doing.

We put ideas into our heads by choosing to believe what someone else tells us. Test this for yourself: Do you believe everything you are told? Most of us do not. We accept some things and reject others. It is still our choice.

Exercise VC3: You are in Control of Your Head!

TIME/ACTIVITY	SUGGESTED APPROACH
Group Sharing 15 minutes	Leader say or read: "Will you share with me what you think and feel when I say that you are the one who puts ideas, thoughts and beliefs into your own head?" (Wait until people respond to your question. You may feel uncomfortable waiting -- so silently count to ten, then ten again if you need to. Someone will answer when you give enough time.) Then, if a long time passes, say, "How do you feel when I say that you are the one who puts ideas and beliefs into your own head?" If there is no response you might suggest, "Angry?" "Happy?","Relieved?""Doubtful?" "Scared?"

Exercise VC4: Looking at My Life - Where the Values Began

TIME/ACTIVITY	SUGGESTED APPROACH
(1 - 1-1/2 hrs)	Group leader, say or read: "We often have the feeling that someone or something else is making us think; feel or do what we may or may not agree with. Now let us have an experience to explore where some of our values came from. We will do this together." The first part of this exercise will take about 20 minutes.
(Take enough time to let people comfortably search their own lives. Do not rush this experience. Go through this with the group.)	Say or read: "Will you take a comfortable position and close your eyes? Now take 3 slow deep breaths and exhale slowly." (Pause to let people do this.) "In your mind's eye see yourself on the stage of life. Let your mind drift back and imagine that you are watching your birth." (Pause) "Who is there? Where is it happening?" (Pause)
(Take at least 30 seconds, or more, for each pause.)	"What is each person in your scene doing?" (Pause) "What are their reactions when your head pops out?" (Pause) "Now see your Mother and Father and you when you are just beginning to walk. What is everyone doing?" (Pause) "Do you have brothers and sisters? Are they there and what are they doing?" (Pause) "Take another deep breath and exhale slowly and let your life unfold as you grow up.

Exercise VC4: Looking at My Life, continued

	(Long pause) "Continue to let your mind present pictures of the important events that brought you here today." (Pause)
After 20 min.	"Now pretend you are a third person having watched this life unfold. Would you say this life is an adventure, a tragedy, a comedy, or something else? How would you classify your life?" (Pause) "Keep your eyes closed and let yourself know from whom and where you learned some of the values and beliefs by which you are guiding your life." (Pause) "When you are ready, open your eyes." When everyone's eyes are open, say: "Will each of you share some values you discovered that are important to you, how you got that value and where it came from." Leader: You begin the sharing from your own experience. When you finish, if there is no volunteer, choose someone. Make sure each person has a chance to share.

Exercise VC5: Modeling — Parents and others

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 60 minutes	Discuss the following: "While doing the last exercise, you may have realized that many of your values came from your parents." (Leader, give some examples from your own life.) "The strongest influence that parents have on their children is the way they live their lives. They are our models. Will each of you think of one situation in which you accepted a value by imitating someone else's behavior?" (Leader: give example from your own life.)

How You Accepted the Values of Your Parents - Modeling is teaching by living. The learner learns by watching and copying the model.

They modeled how you should spend money: buy groceries, go to movies, buy clothes, save, budget - or not do these things.

They modeled how to raise a family: give affection, punish, reward, solve problems - or not do these things.

They modeled how to be a man or a woman - or how not to be.

They modeled how to live in the world: how to be an individual, a couple, family or group - or how to reject these ways of living.

Exercise VC6: How Modeling Works

TIME/ACTIVITY	SUGGESTED APPROACH
Writing/ Discussion 15 to 25 min. Group Leader: Review exercise VC2 with your group. This will remind you and your group of the many models we learn from.	Leader: Say or read, "Now, choose one of your important models and complete the Worksheet on page 9." Leader: When everyone has completed the statements, say or read: "Now that you have finished writing about these experiences, choose a partner and share what you have learned about yourself from doing this exercise. Think about these kinds of questions as you are sharing: What value did this person model for me? How do I feel about this value? Did I accept this value? Do I still accept this value?" After 10 minutes of sharing with a partner, call the group together to discuss what they learned about how modeling has worked for them. Allow approximately 15 minutes for this discussion.

Exercise VC6: How Modeling Works

WORKSHEET

Fill in the name of the person you choose as your model in the first blanks of statements 1 and 2. Then complete each sentence.

1. When I do the things _____ (name) modeled, I feel _____

_____

_____

2. When I do not do the things _____ (name) modeled, I feel _____

_____

_____

3. Think of times when you have done what your model did. Describe one of these times. Tell how you felt about it. _____

_____

_____

_____

_____

_____

4. Now think about times when you have not done what your model did. Describe one of these times. Tell how you felt about it.

_____

_____

_____

_____

_____

Exercise VC7: Working Out Value Conflicts

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 30 minutes	Group leader say or read: "Value conflicts happen when two of the ideas or things we value are opposed to each other. Look at the values list on page 11 and see how many value conflicts you can find." (Stop to allow group members time to read the values list. When they have found the conflicts - those that do not fit together - say or read: "After you finish finding the value conflicts, add some of your own." "Do you have some of these value conflicts in your life? One of the conflicts I have is _____ (give one from the list that you experience. Then tell how it affects you.)" (Now ask the group member to identify any of these conflicts they experience. Ask how the conflict has affected them.) Ask, "How do you usually work out value conflicts?"

Exercise VC7: Working Out Value Conflicts

VALUES LIST

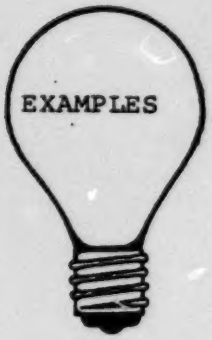
Eating all of the cheese cake I want
Having a trim body
Having a healthy body
Smoking cigarettes
Running two miles a day
Sleeping an extra hour in the morning
Getting four hours sleep every night
Getting up early in the morning
Collecting antique furniture
Living in a camp site
Paying for what I get
Taking things when I think I can get away with it.
Planting a garden
Enjoying fresh flowers in my house
Doing as little work as possible on the job
Getting promotions
Spending all of my check on things I like
Saving money
Buying the most expensive brand name products
Buying the least expensive products
Honesty is the best policy
It is OK until you get caught
Dressing in the latest styles
Dressing for my personality
Eating snacks and fast foods
Eating nutritious meals
Accepting others as they are
Pointing out faults of others
Keeping a spotless house
Giving a lot of time to family members
Do it now
Do it when it is convenient
Going to church on Sunday
Sleeping late on Sunday
Driving a brand new car
Driving an old, paid for car
Having 500 friends
Having time for myself alone

Add some value conflicts that you see:

Values and Value Conflicts Affect Our Lives

The values we act on affect our lives. In talking about the conflicts we experience we noticed how strongly we are affected. Many times in a conflict situation we just stop. We do nothing. Usually this is because we do not know what to do. However, there are many things we can do:

1. Decide which values conflict.



Values having to do with money and things:

Value 1: Driving a brand new car. This may be important to me because of many different reasons:

1) I like the look, smell and feel of a new car.

2) I like other people to see me driving a new car.

3) New cars are more dependable - they do not break down so often.

4) I like myself better when I drive a new car.

5) Other people like me better when I drive a new car.

6) My neighbors have a new car.

Value 2: Driving an old, paid for car. This may be important for many different reasons:

1) I have more money to spend on other things when I do not have car payments.

2) This older car is like a friend - it is special to me.

3) Car repairs add up to less money than car payments.

4) Having a new car is not important to me.

5) My neighbors have an older car.

Suppose the values that conflict are:

I like a new car because I like the look, smell and feel of one - besides, I like myself better when I have a new car.	I like having more money to spend on other things - clothes and concerts, or my family.

2. Decide which value is most important to you. Maybe having the new car is most important. Maybe having the money to spend means the most. You decide.

3. Check it out. How do you feel about your decision? Relieved? Uncertain? Angry? Depressed? Happy? How you feel once you decide tells you if you were acting on your most important value. At this point you can change your decision. (How many people go ahead with a decision even when they feel uncomfortable about it?)

4. Act on what you have decided.

****
*
* The way to work out a value
* conflict is to 1) Decide.
* 2) Listen to your feelings.
* 3) Act on your decision/
* feeling.
*
****

Exercise VC8: Making a Choice in a Value Conflict Situation

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 30 minutes	Group Leader, say or read: "Sometimes we do not know that we are having a conflict in values. When we look back on our past behavior we can see that many of our problems had to do with value conflicts. We had to choose one value or the other."
Worksheet	"In order to see how this works in your life, look at one of your past experiences. To make this easier, I will give you an example from my own life." (Give the example from your worksheet.) Fill out the worksheet on page 15 before the group session. Have it ready. "Look at the worksheet on page 15. Follow along as I read my worksheet to you." (Now read it.) "Do you have any questions?" (Answer any that are asked. When the group members understand the exercise, say...) "Take five minutes to complete your worksheet. I will help you if it is not clear." (After everyone has completed their worksheet, lead the following discussion.) "Does this exercise help you understand value conflicts?" (Stop for discussion) "What do you know about it now that it is new to you?" (Stop for discussion) "How will this information help you work out value conflicts in the future?" (Stop for discussion)

Exercise VC8: Making a Choice in A Value Conflict Situation

Worksheet

This exercise has to do with a situation in which you had to make a choice between two values.

1. What were the two values?

_____

_____

2. Describe the situation in which you were first aware that you had a value conflict.

_____

_____

3. What did you do? (Ask for advice? Read about the situation or take some other action?[Write about it.

_____

_____

4. What did you decide to do?

_____

_____

5. How did you feel about your decision?

_____

_____

6. What action did you take as a result of how you felt about your decision?

_____

_____

WHAT ARE MY VALUES?

We have talked about what values are. We have explored where you got your values. The next step is to pay attention to things that give your life meaning -- your values.

> A value is anything that I believe will make my life better.

The next exercise will give you a way to look at some of the things you value.

THE CREST

A long time ago individuals or families used a design to tell about themselves or their families. This design was known as a crest. They included in their designs things they were proud of, things that were important to them. In order to do this, they used symbols which stood for the things or events.

Examples of things that could be used on a crest:

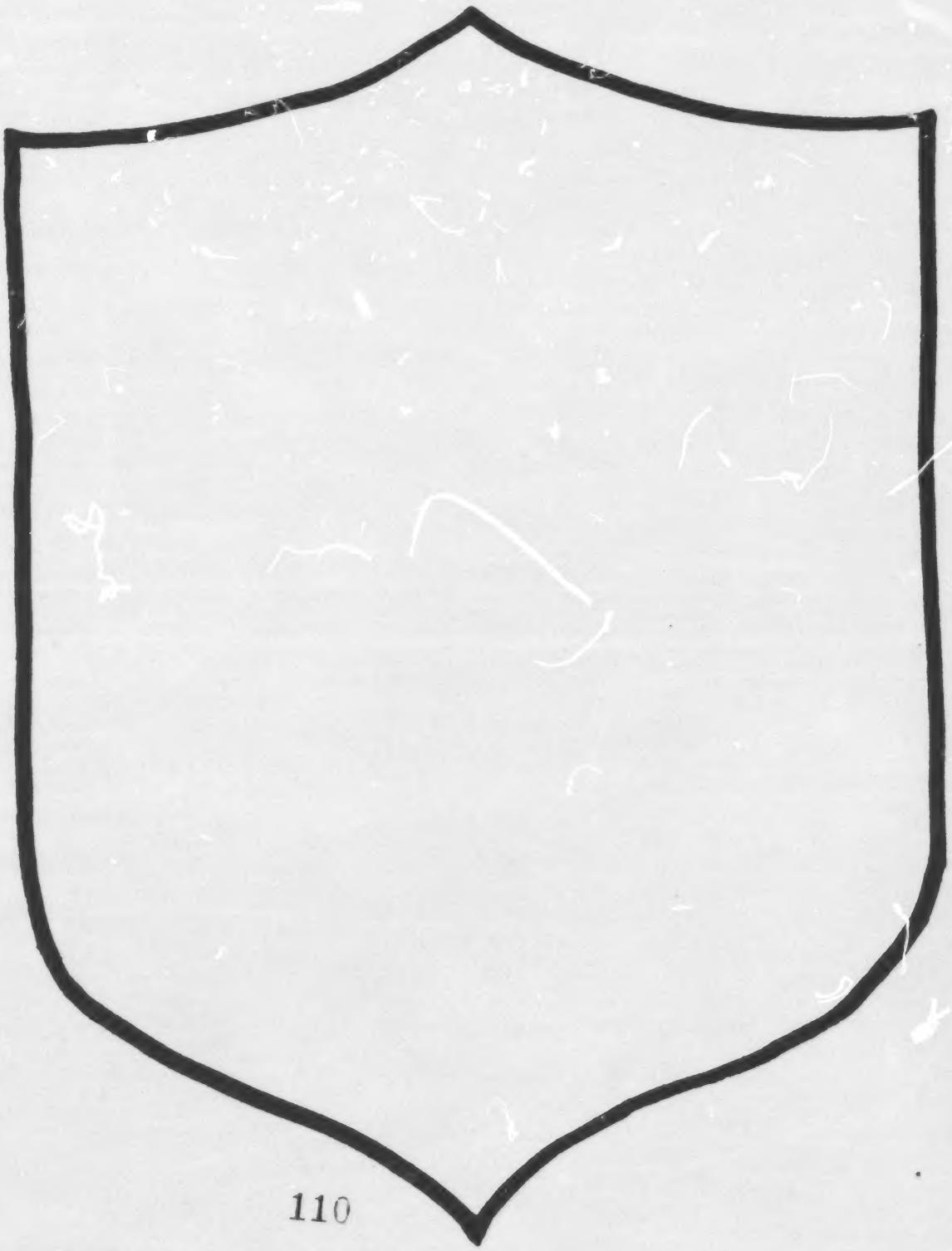
- If they were proud of their honesty, they might use an arrow or something else that could stand for honesty.
- They might use the first letter of their last name to show family pride.
- A dove could stand for a value of peace.
- Christians used the fish to symbolize their faith.

Design your own crest on the sheet provided. Choose symbols that mean something to you. Use colors that please you. You may ask group members for suggestions. The only thing that matters is that your crest show what is important to you. This crest will show what your values are.

MY CREST

_____

(Name)



GROUP MEMBER NOTES

When you have completed your work on this unit of the package, please answer these questions and give this page to your group leader.

Unit_____

1. I used everything in this unit. yes____ no____
   If your answer is no, list the parts you left out (include page numbers). Tell why you left these out.

   _____

   _____

   _____

   _____

   _____

   _____

2. What worked well for you and your group? ("Worked well" means that it made sense to you and you were able to see possible areas of change and/or growth in your way of doing things.) Tell why you feel it worked.

Exercise #	Worked	Didn't Work	Comments

Exercise #	Worked	Didn't Work	Comments

3. Write about anything else that you feel will be helpful.

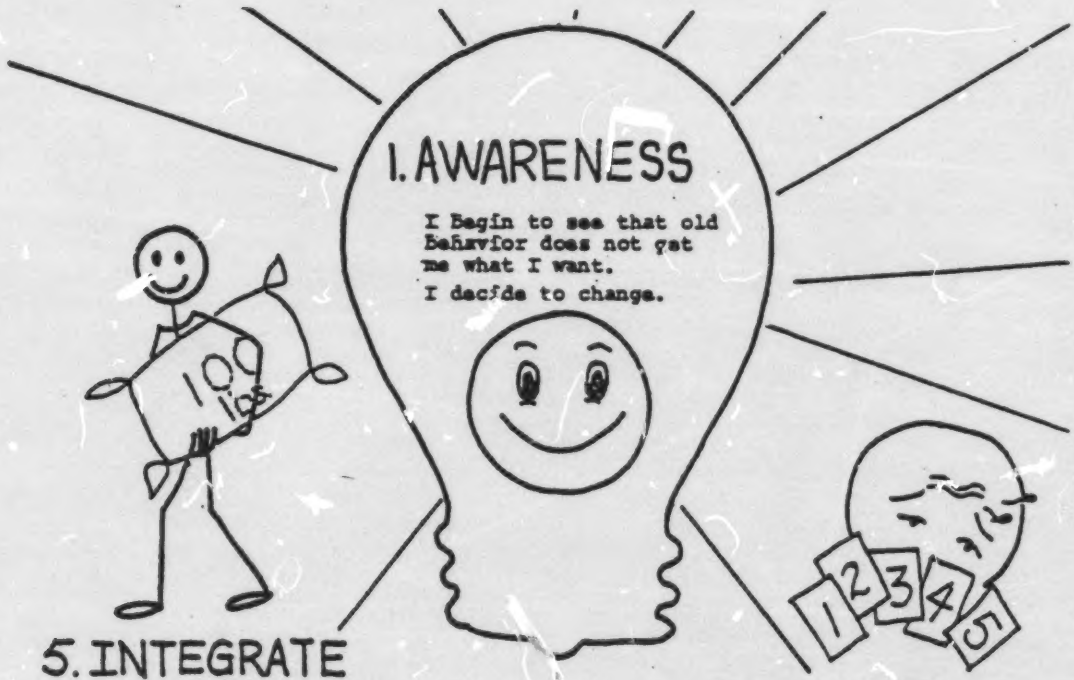
Your Name _____

Your Address _____

Group & Location _____

If additional space is needed, please use other side.

UNIT: Decision Making

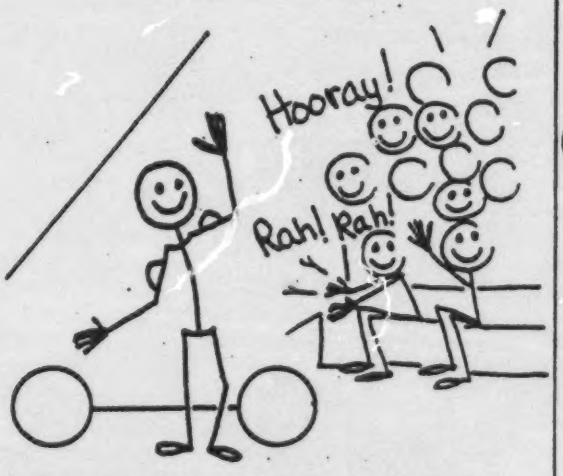


5. INTEGRATE

The new behavior is now part of my everyday life.

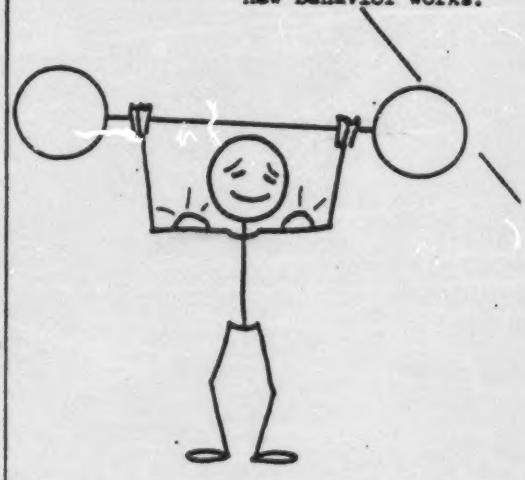
2. IDENTIFY

I identify how the new behavior works.



4. RECEIVE FEEDBACK

Other people tell me when they notice the change. I also notice the change in how others act toward me.



3. PRACTICE

I practice the new behavior.

DECISION MAKING PRETEST

GENERAL INSTRUCTIONS

(to present before pretest)

The statements below talk about the ideas in the unit we will be working with. There are five choices for you to check. The one you choose should show how you feel about the statement. If you do not understand the statement, check that blank.

		Strongly Agree	Agree	Dis-agree	Strongly Disagree	Do not under-stand
1.	I am a very good decision maker.					
2.	I make many decisions each day that affect the outcome of my day.					
3.	Good decision making is very important to success on the job.					
4.	My decisions make a big difference in my life.					
5.	I expect to make many decisions on a new job.					
6.	I often avoid making decisions.					
7.	Decision making is very important to success in life.					

DECISION MAKING POST TEST

		Strongly Agree	Agree	Dis-agree	Strongly Disagree	Do not under-stand
1.	The unit on decision making will help me in making decisions in the future.					
2.	The unit on decision making was very worthwhile.					
3.	I make many decisions each day that affect the out-come of my day.					
4.	My decisions make a big difference in my life.					
5.	The leader seems interested in the group members as individuals in this unit.					
6.	I often avoid making decisions.					
7.	This unit was very interesting.					
8.	I am a very good decision maker.					
9.	The leader encouraged people to think about decision making in a new way.					
10.	The leader knew a lot about decision making.					
11.	Good decision making is very important to success on the job.					
12.	I expect to make many decisions on a new job.					
13.	Not much was gained by learning about decision making.					
14.	Decision making is very important to success in life.					

PRE-EMPLOYMENT TRAINING PACKAGE

Unit: Decision Making

Topic	Page
Introduction	
1. Decision Making - Part of Everyday Living	1
2. How Effective Am I at Making Decisions	3
3. Avoiding Decisions	5
4. A Step-by-step way to Make Decisions	7
5. Choosing	13
6. How Your Choices Influence Your Life	15
7. Strengthening Your Decision Making Ability	18
8. Supplemental Exercise	21/22
9. Group Member Notes (Fill out and turn in)	23/24

DECISION MAKING

William Shakespeare wrote: "To be or not to be, that is the question". Another way to say this is, to do or not to do, that is the decision. The purposes of this unit are: first, to help you realize that you make decisions constantly throughout the day: second, to point out how you avoid making decisions: and finally, to show you a way to make decisions more effectively.

Decision making can be an adventure. It does not have to be hard. It is probably one of the most underrated skills you have! By the end of today you will have a greater appreciation of your own unique decision making skills.

****
*
* Many people think that decisions are *
* always about important events such as *
* buying a house or a car, who to marry, *
* where to live. Those are major events. *
* They do need careful attention. Think *
* about the decisions that lead up to a *
* major decision. *
*
****

1. Decision Making--Part of Everyday Living

Making decisions is an important part of daily life. Think about the decisions you have made all day long, then answer these questions:

- I have made _____decisions today.

- The first decision I made was _____.

- Did the decisions you made make a difference in how your day turned out?

☐ Yes ☐ No Explain your answer _____

_____.

*realize - to understand or to see.
*effectively - work better and/or more easily.
*appreciation - a positive feeling I have about something or someone.
*unique - different from all others or one of a kind.

Exercise DM1: What Have You Learned?

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion (20 minutes)	Ask: "What have you learned so far about decisions? Are you making decisions now? Do your decisions affect your life?"

****
* *
* *
* Making decisions is something *
* we are doing constantly. *
* *
* *
****

2. How Effective Am I at Making Decisions?

How you feel about yourself as a decision maker is important. You may not have given it much thought before now. It is important for two reasons: 1) you usually act the way you expect, and 2) it is a good idea for you to know how effective you are at making decisions before we begin.

Exercise DM2: How Effective Am I at Making Decisions?

TIME/ACTIVITY	SUGGESTED APPROACH
Self-Rating (15 minutes)	Instruct participants on how to rate themselves as decision makers on the scale provided below. (Draw a scale on a piece of paper, blackboard, etc. so the group can see it. Rate yourself as an example.)
Reference	"Decision Making Rating Scale", below

Decision Making Rating Scale

How effective a decision-maker do you believe you are?

Directions: Using the scale from 1 to 10, rate yourself on your decision making skill. The scale ranges from "not effective" (1) to "effective" (10). How effective a decision-maker do you believe you are?

Circle one number,
Take your time

1 2 3 4 5 6 7 8 9 10

(-)
Not Effective

Average

(+)
Effective

*rate - measure or judge.

Now very carefully go back and retrace how you decided on your rating. What things did you consider in rating yourself?

Write these down:

_____

_____

_____

_____

_____

How long did it take for you to decide? Are you satisfied with your rating? You can change it if you want!

Later you will have a chance to rate yourself again.

****
* *
* Effective decision making *
* involves the ability to *
* choose and the willingness *
* to be responsible for the *
* outcome of your choice. *
* *
****

*effective - something that works well.
*rating scale - one way of measuring how you feel about someone or something.
*retrace - go back and look at the path you followed.
*satisfied - pleased.

3. Avoiding decisions

People often believe that decisions can be avoided. Can they?

Exercise DM3: What Makes it Hard to Decide?

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion (15 minutes)	Lead a discussion asking the following questions: - What makes it hard to decide? - Why do we sometimes put off deciding? - Do you ever do one of the following: avoid, put off, get someone else to do it, etc.? (Stop and wait for group members to answer the first question then go on to the next question.)

Exercise DM4: Deciding Not to Decide.

TIME/ACTIVITY	SUGGESTED APPROACH
Exercise/ Discussion (10 minutes)	Ask group members: "Do you agree or disagree with the following statement? ----" "Decisions can be avoided." Have group members complete the exercise on page 6. Discuss your answer with group. Then ask: "How do you avoid making decisions?" Say or read: "We have been talking about avoiding decisions. You have probably become aware that to avoid making a decision is a decision. The decision is to do nothing. Even when we understand that, we often continue avoiding decisions. What we really want to avoid is the responsibility -- blame -- for making an active, positive choice." Ask, "Why do people often "cop-out/avoid" instead of making decisions?" "Do you feel it is to get out of facing the consequences? Do we face the consequences whether or not we decide?"

*avoid - escape, fail to face, run around or cop-out.
*consequences - end result, outcome or after effect.

Do you agree or disagree with the following statement:

Decisions can be avoided. Agree _____ Do not agree____.

Discuss your answer.

How do you avoid making decisions?

_____

_____

_____

_____

4. A step-by-step way to make decisions

The purpose of the step-by-step way to make decisions is to give you a guide to organize your thinking. It can keep you from "forgetting" something important. You will have an opportunity to use the method on a situation from your life.

Step 1. Decide to decide. At this point, you notice that you want to take action.

Step 2. Finding out your choices. What do you consider in getting ready to choose? What are your resources, your constraints?

Step 3. Choosing alternatives. You consider all the possibilities even those which do not seem to fit your resources and constraints.

Step 4. Narrow the choice. You consider possible outcomes and possible satisfaction with the outcome.

Step 5. Make the choice.

Step 6. Evaluate. Are you satisfied? What did you learn from your choice?

Exercise DM5: Using the New Method.

TIME/ACTIVITY	SUGGESTED APPROACH
Writing/ Discussion (30 minutes) Partners	Say or read: "There is an example of using the new method on page 12. Imagine that you are the person who is going to the party." "Choose a partner and work through the exercise together. Use the step-by-step method. You have ten minutes." "Is the method easy to understand? Do you have any questions?" Stop to answer questions and clarify the method.

*consider - think about.
*resources - things that or people who can help you.
*constraints - something that holds you back.
*alternatives - other ways or choices.
*evaluate - look back at what I've done to see if I like it.

STEP-BY-STEP THROUGH A DECISION

METHOD		SITUATION
Step 1:	Decide to decide.	You are worried about what to wear to a party. You want to look good and be comfortable. Nothing in the closet looks right. You decide to buy something new.
Step 2:	Find out your options.	What do you think about in making this decision? (Cost, style, fabric, color) List 6 options: _____ _____ _____ _____ _____ _____
Step 3:	Choose alternatives	At the store, you choose four articles of clothing which you like.
Step 4:	Narrow the choice.	What do you consider in narrowing the choice? _____ _____ _____ _____ _____ _____
Step 5:	Make the choice.	Why did you choose this one?
Step 6:	Evaluate.	Are you satisfied with your decision? What did you learn from the experience?

Exercise DM6: Evaluating Your Decision

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion (10 minutes)	Say or read: "The evaluation step is usually left out. That is why we want to take some time to look at how it works and how it can be used. Check the response you would generally have - or fill in your usual response. Use the form below."

This last step is so important, and is often overlooked.

(Step 6) Put a check in front of the one you are likely to do after making a decision:

_____1. Start doubting if you did the right thing.

_____2. Tell yourself you made a good choice.

_____3. Feel guilty about your choice.

_____4. Enjoy the feeling of completing your task.

_____5. Ask yourself what you would do differently next time.

(If you do not do any of the above, write what you do.)

_____6. _____

_____7. _____

Exercise DM7: Evaluate New Method for Personal Use

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion (20 minutes)	Take time for a general discussion and wrap-up session. You may ask such questions as: "Is this a new method for you?" "Are you using a similar method?" "Will this method help you make decisions? How?" (Ask the above questions one at a time. Wait for several responses.) Have each group member complete this statement: "One way I can use this method....."

Exercise DM8: Practicing the New Method

TIME/ACTIVITY	SUGGESTED APPROACH
Writing/ Discussion (45 minutes	Say or read: "Let us practice using this new method for making decisions. We will use the exercise in your packet on page 8. Read the problem and then take 5 minutes to fill in the "choices column". (After 5 minutes, have the group brainstorm choices while you list them on a chalkboard. Refer to Group Leader Training Guide-How to Brainstorm.) "Let's take 3 or 4 of the choices listed and talk about possible "outcomes" and "feelings" that might go along with the choices." (Talk about choices chosen by the group.) "What have you learned from this exercise? Have you learned anything that will help you in making decisions?"

Exercise for Entire Group (Problem Solving - Conflict resolution)

Problem: An 18 year old lives with his or her father and step-mother. There are constant arguments and tension. He/she is considering what to do to solve the conflicts and reduce the tension. Imagine that you are this teenager. Consider all possible options, even those that do not seem possible.

Think of 4 choices:	How could that choice come out?	How could she/he feel about him/herself after choosing?
CHOICES	OUTCOME	HOW COULD SHE END UP FEELING?
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

*outcome - end result

Exercise DM9: Evaluating Your Use of the New Method

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion	Say or read: "Which choice are you most comfortable with? Why? Did this method make it easier for you to decide? In what way?" (Ask the above questions one at a time. Wait for several responses.)

5. Choosing

Each of us make many choices every day. Are you aware that often you choose without knowing that you are choosing? This is probably hard to believe. The next exercise will show how this works.

Exercise DM10: I Have To... I Choose To...

TIME/ACTIVITY	SUGGESTED APPROACH
Small Group Work (30 minutes)	Say or read: "Now let us apply this method of decision making to our own lives." "We make many decisions every day. Often we cheat ourselves out of the good feeling of having decided. One way we do this is by not seeing that we have actually made a decision. We say, 'I <u>have</u> to do it', and not 'I <u>choose</u> to do it'." Choose a partner and we will find out how we do this to ourselves.
Instructions:	Stand face-to-face with your partner. Take turns mentioning some things you <u>have</u> to do. Immediately after you say, "I have to... whatever it is", say "I choose to...whatever it is." For example, "I have to take the car to the garage. I choose to take the car to the garage." Then it is the other person's turn. Do not explain your statements. This part of the exercise will take 2 minutes. (If there is confusion, demonstrate with a partner.) "Get in as many different "I have to's as possible in the 2 minutes. Everyone will be talking at the same time. That is OK. Just go right on." React to the noise level in the room if there is any. (This is a fun exercise so your group will probably enjoy it.) Read or say, "Was there a difference in how you felt when you said, 'I have to...' and when you said, 'I choose to...'. What was the difference? Did your voice sound the same or different?"

Continued on next page

Exercise DM10: (Continued from previous page)

TIME/ACTIVITY	SUGGESTED APPROACH
	(Stop to let group members discuss this.) "Now let us look at the other (negative) side of this same situation. How often do you say, 'I can't'?" "Get with your partner again. This time say, 'I can't...(whatever it is)' 'I won't...(whatever is it)'. For example, 'I can't get up at 5:00 in the morning; I won't get up at 5:00 in the morning.'". We will take 2 minutes to get the feel of 'cant's and wont's'. Get as many in as possible, taking turns with your partner." Usually people get very firm and even loud on the 'I won't' part of this exercise. This is part of feeling their power. Enjoy it too. React to the exercise. After the 2 minutes are up, say or read: "Is your control with 'I can't' or 'I won't'? Which phrase felt the best to you? How did it feel to find out that you are choosing?" When I say, "I have to do something", someone or something else is making me do it... I am not in control. When I choose to do something, who is in control? This is one way of being in control of myself: I choose!"
Discussion	Will this way of looking at what you do have an effect on your life? In what way?

****

*

* How often do you choose without consciously *

*

* knowing that you are choosing? You cheat *

*

* yourself out of the pleasure of seeing your *

*

* own strength. *

*

****

*consciously - with full awareness.

6. How your choices influence your life

One right that each person has is the right to choose. As we have learned, often you choose without being aware that you are choosing. Whether or not you are aware of your choice, you must deal with the outcome.

When you do not like what is going on in your life all you have to do is choose something different. (This sounds easy, yet it takes practice). The way you choose something different is to stop acting the same old way, and start acting a different way.

Often what you call your choice is you falling into your same old rut but in a different situation. Someone once said, "Choose your rut carefully because you may be in it for a long, long time.

Have you ever thought about the way you choose to be who you are? The idea that you choose to be who you are may be new to you. Many of us believe we are who we are -- we were born this way. One way we say this is, "I am me and if others don't like it, tough!" The question is, do you like you? Do you like your life? This unit is about decision making. The decision to change -- or not change -- is a big one!

Change happens through small decisions, small choices. The following example shows how this works.

*decision - choosing from different ways or things.
*outcome - end result.
*decision making - making your choice.

Think about the food you eat and how it builds the body you have: Think about the exercises you do in your daily life. Do you walk, ride, or run? Do you park your car far from the store and walk, or do you try to get as close to the door as you can? Think about the effect these choices have on the condition of your body.

Think about the friends you choose. What activities do you enjoy together? What affect does this have on who you are?

Now, just for fun, imagine that you made different choices. Turn to page 17, Worksheet for Choosing. Write down a list of your favorite foods and another list of foods you do not like. Stop and do this then come back and begin again. Imagine that the ones you like were your least favorite foods, and some of the things that you do not like were your favorites. Would this make a difference in your life? Talk about this in your group.

Think about the people that you really enjoy being with. Go back to the Worksheet for Choosing. Write a list of people you enjoy being with. Write what you like about them. Now imagine that you had different friends. Imagine that these friends like different things. Would you be different? As you think about what you like about your friends, think about what that tells you about yourself. Write about that on your worksheet.

What makes each person different from another? In this unit, we suggest to you that the way we become "different" from each other is through the choices we make.

WORKSHEET FOR CHOOSING

Foods I like	Foods I do not like
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

People I enjoy being with	What I like about them
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Looking at the people I enjoy being with and the things I like about them tells me about myself. This is what I am learning about myself: _____

_____

_____

_____

_____

Exercise DM11: Strengthening Your Decision Making Ability

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion (15 minutes)	Say or read: "The purpose of this unit is to strengthen your decision making skill. We have said that one way to build a strength or skill is to recognize that you have it. In order to build your decision making skill, practice saying to yourself "I am an effective decision maker." What goes through your mind as you say this to yourself? Let us talk about it. Do you believe you are an effective decision maker?" (Stop to allow people to talk about this) "There is another way to strengthen your decision making ability. That is to 'see' yourself making decisions that work for you. You can practice the next exercise anytime you wish." Get comfortable in your chair. Close your eyes. Let your mind and body relax. (Pause to allow the group members time to relax.) (Pause for 20-30 seconds after each of the following sentences.) Think about a decision you are facing now. Remind yourself that you have the ability to make effective decisions. (Pause) Feel confident in your ability. (Pause) Know that part of effective decision making is being willing to be responsible for that decision. Feel your willingness to be responsible. (Pause) Each decision brings consequences. Feel your willingness to take the consequences. (Pause) You have the courage and strength to decide -- to be responsible for your decision -- to work with the outcome. Let yourself feel your strength and courage. (Pause) Know that you are an effective decision maker. (Pause to allow the group members time to think about the last statement, about 30 - 40 seconds.) "Slowly open your eyes. (Pause) Stand up and stretch. Remember that you can repeat this exercise as often as you wish."

*purpose - reason for doing something.

Exercise DM12: Re-rating my Decision Making Ability

TIME/ACTIVITY	SUGGESTED APPROACH
Re-rating on Decision Making (15 minutes)	Say or read: "We have worked through the unit on decision making. At the beginning of this unit, you rated yourself. Before you rate yourself again, think about what you have learned about yourself as a decision maker. Take a few minutes to circle the number that fits you best right now. (Wait until all have finished.) How does your rating now compare with the way you rated yourself earlier? What have you learned? What will be useful to you? Have you improved your skills as a decision maker yet? As our last exercise, circle the number on the rating scale from 1 to 10, to rate yourself on how effective a decision maker you now think you are.
Page Reference	Page 20.

Directions: Using the scale from 1 to 10, rate yourself again on how effective a decision maker you now think you are. The scale ranges from "Not effective" (1) to "Effective" (10)

Circle one number,
take your time

1	2	3	4	5	6	7	8	9	10
(-)								(+)	
Not Effective				Average				Effective	

How does your rating now compare with the way you rated yourself earlier?

What have you learned?

What will be useful to you?

Have you improved your skills as a decision maker yet?

As your last exercise, circle the number on the rating scale 1 to 10, to rate yourself on how effective a decision maker you now think you are since you've done some deeper thinking.

1	2	3	4	5	6	7	8	9	10
(-)								(+)	
Not Effective								Effective	

Compare your three ratings.

Please fill in your Group Member Notes and give them to your group leader.

SUPPLEMENTAL EXERCISE: Use your decision making skill to help yourself.

JOB EXPLORATION:

1. Here are some skills I have: (things I do well)
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.
2. Here are some jobs I can do with the skills I have:
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.
3. Here are some jobs I would like to do:
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

4. Here are some skills I need to develop to do the jobs I want:

1.
2.
3.
4.
5.
6.
7.
8.

5. I will develop the following skills: (this is my decision)

1.
2.
3.
4.
5.
6.
7.
8.

GROUP MEMBER NOTES

When you have completed your work on this unit of the package, please answer these questions and give this page to your group leader.

Unit_____

1. I used everything in this unit. yes_____ no_____
   If your answer is no, list the parts you left out (include page numbers). Tell why you left these out.

   _____

   _____

   _____

   _____

   _____

   _____

2. What worked well for you and your group? ("Worked well" means that it made sense to you and you were able to see possible areas of change and/or growth in your way of doing things.) Tell why you feel it wokked.

Exercise #	Worked	Didn't Work	Comments

Exercise #	Worked	Didn't Work	Comments

3. Write about anything else that you feel will be helpful.

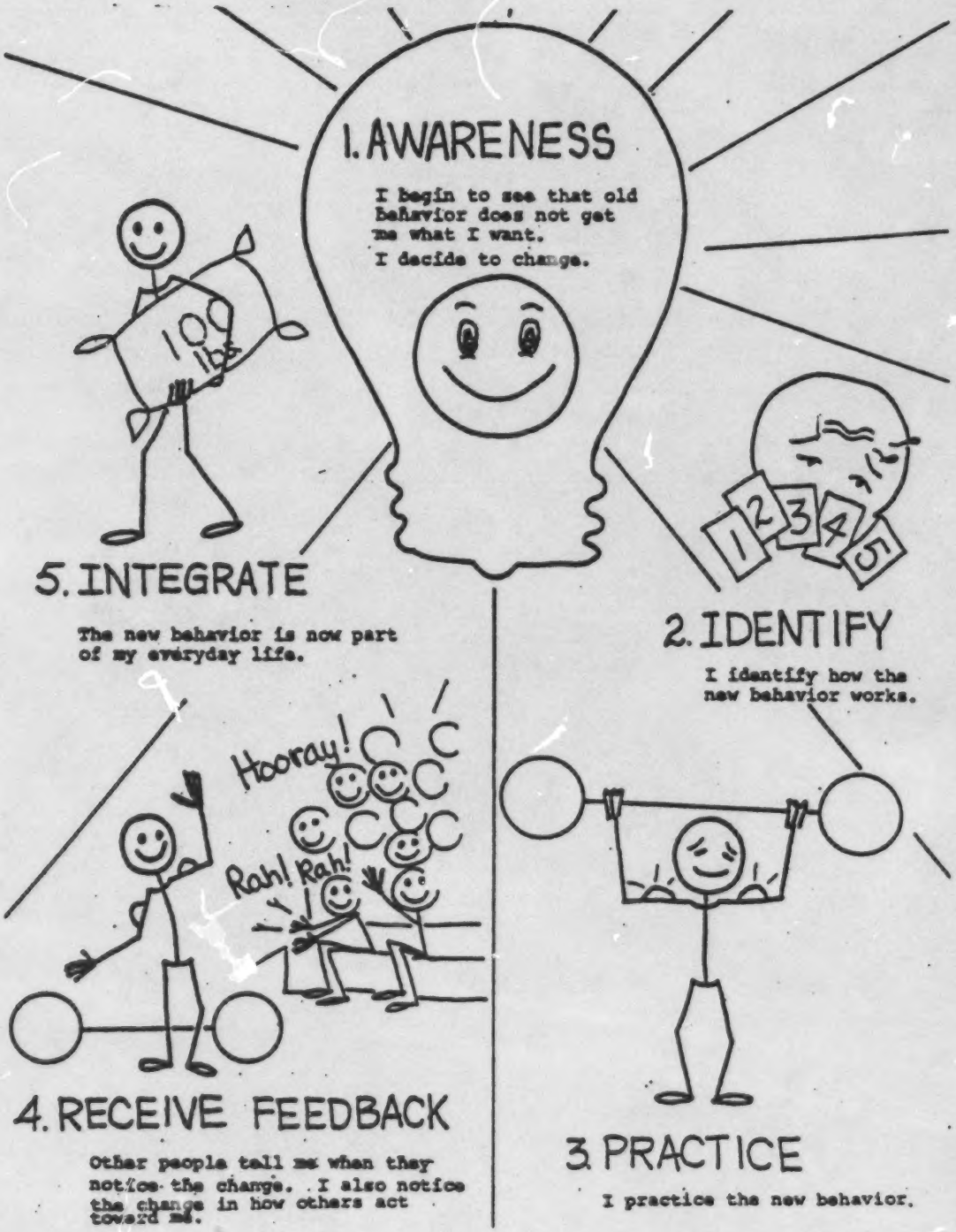
Your Name _____

Your Address _____

Group & Location _____

If additional space is needed, please use other side.

UNIT: Solving Communication Problems


1. AWARENESS
I begin to see that old behavior does not get me what I want.
I decide to change.
2. IDENTIFY
I identify how the new behavior works.
3. PRACTICE
I practice the new behavior.
4. RECEIVE FEEDBACK
Other people tell me when they notice the change. I also notice the change in how others act toward me.
5. INTEGRATE
The new behavior is now part of my everyday life.
Hooray!
Rah! Rah!
100 lbs
1 2 3 4 5

PROBLEM SOLVING PRE TEST

GENERAL INSTRUCTIONS

(to present before pretest)

The statements below talk about the ideas in the unit we will be working with. There are five choices for you to check. The one you choose should show how you feel about the statement. If you do not understand the statement, check that blank.

		Strongly Agree	Agree	Dis-agree	Strongly Disagree	Do not understand
1.	Being able to solve problems is important in job success.	_____	____	____	_____	_____
2.	Being able to solve communication problems is very important to success in life.	_____	____	____	_____	_____
3.	I can find the cause of conflict when communication is not good.	_____	____	____	_____	_____
4.	It is usually important for me to get my own way in arguments.	_____	____	____	_____	_____
5.	Positive self-esteem is very important in good communication.	_____	____	____	_____	_____
6.	Good communication is very important to success in a job.	_____	____	____	_____	_____
7.	I can work out communication problems.	_____	____	____	_____	_____

PROBLEM SOLVING POST TEST

		Strongly Agree	Agree	Dis-agree	Strongly Disagree	Do not under-stand
1.	The unit on problem solving was very worthwhile.					
2.	The leader seemed interested in the group members as individuals in this unit.					
3.	Being able to solve communication problems is important in job success.					
4.	This unit was very interesting.					
5.	This unit will help me solve communication problems in the future.					
6.	Positive self-esteem is very important in good communication.					
7.	The leader encouraged people to think about problem solving in new ways.					
8.	Good communications is very important to success in a job.					
9.	I can find the cause of conflict when communication is not good.					
10.	The leader knew a lot about communication problems.					
11.	I can work out my communication problems.					
12.	Not much was gained by learning about problem solving.					
13.	It is usually important for me to get my own way in arguments.					
14.	Being able to solve communication problems is very important to success in life.					

PRE-EMPLOYMENT TRAINING PACKAGE

Unit: Solving Communication Problems

	Topic	Page
	Introduction	
1.	Looking at Your Role in Conflict	2
2.	Listening to Your Body	4
3.	Exploring Your Expectations	6
4.	Why Do We Keep on Doing What We Do?	7
	How Behavior is Made Stronger	8
	How The Model of Behavior Reinforcement Works	10/11
5.	The Role of Your Need to be Loved	13
	Feeling Positive and Negative About Yourself	14
	Looking at How You Use Power	15
6.	Games Persecutor/Victim/Rescuer	16
7.	Some Ways to Stop Playing Games	21
	A Plan for Solving One of Your Communication Problems	27
8.	Group Member Not-s (Fill out and turn in)	28/29

SOLVING COMMUNICATION PROBLEMS

Conflicts are a natural, normal part of life. They can be painful when they blow up into a fight to the finish.

Do you remember the last time something that seemed simple turned into a big fight? You may have wondered what happened. You may have wished you could have handled it differently. This unit is about handling conflicts differently.

In order for us to understand each other better, I am going to list some words we will be using and give the meanings these words have for me.

Conflict - When you and I seem to want different outcomes to the situation.

Positive Self-Esteem - I know that I am loveable and worthwhile. This allows me to accept myself as I am and to accept you as you are.

Expectations - What I believe will happen. This includes what I believe I should think, feel and do and what you should think, feel and do.

Manipulation - disguised behavior which is used to get my own way.

Game - a set of behaviors used to get my own way. In a game, the situation feels familiar. I know what each of us will say and know how the situation will turn out.

The goal for this unit is to explore conflict situations. We will do this by looking at what conflicts are and how expectations and behavior patterns affect their outcomes. You will have the opportunity to look at your expectations and patterns of behavior. The purpose is to increase your chances of working out conflicts in a satisfactory way.

****
* *
* Conflict is a natural part of everyday *
* life. Everyone experiences conflict. *
* How we resolve the conflict is what *
* counts. *
* *
****

1. Looking at Your Role in Conflict Situations - Learning to ask for what I want instead of trying to control others.

Not knowing what you want from a conflict situation is one of the big difficulties.

(1) Do you want the kids to play outside or do you want quiet in the house?

(2) Do you want the boss to change what he/she is doing or do you want to get fired?

(3) Do you want your mother to quit worrying about you or do you want her to quit telling you about it?

At first reading, the above examples may seem to be very much the same. Look at each one and see what the difference is. In each of the three examples above there is an example of trying to control others and an example of what you might want. Can you tell the difference?

Discuss the above examples with your group.

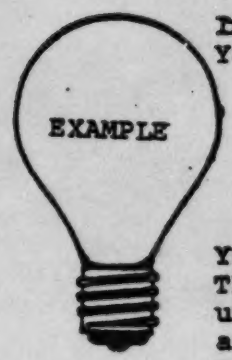
```
**********************************************
*                                            *
*   Sometimes we try to control other        *
*   people.  This causes conflict.           *
*   Knowing what you want and asking         *
*   for it keeps the conflict clear.         *
*                                            *
**********************************************
```

2. Another difficulty is in listening to what your body is telling you.

Do you ever

- Keep on eating when your stomach says, "No more Food!"?
- Stay in a situation when your body says, "Get out of here!"?
- Keep on working even when your body says, "Let me rest!"?
- Refuse to take care of pain when your body says, "Please help me!"?

Many of us have a habit of ignoring what our bodies tell us. We are so used to this that the whole idea may seem funny.



Imagine that your body is a very expensive computer. You can get all kinds of information by asking.

What is the weather today?
How shall I spend my money?
Do I want to go swimming?
Is it best for me to walk or ride?

You know your computer gives you accurate information. The service is free to you. Imagine that you do not use your computer. Does it make sense to ignore such a valuable source of information? Your body is a valuable part of you. Do you listen to it?

Exercise SC1: Listening to Your Body

TIME/ACTIVITY	SUGGESTED APPROACH
Group Leader	Say or read: "We have been taught to pay attention to what we think, to other people and to what is going on around us. We have not been taught to pay attention to what our own bodies tell us." "This exercise is designed to give you a way to begin to listen to your body." "Read the following slowly and clearly."
2 minutes	"Get comfortable in your chair. Close your eyes. Now pay attention to the sounds you hear outside of your body. To give an example, I hear_____" (tell what you hear then pause to allow the group members to get in touch with the sounds in the area.) (pause)
2 minutes	"Now pay attention to the sounds or feeling inside your body. I am aware of _____" (tell a sound you are aware of in your body: ringing in your ears, gurgling in your stomach, breath through your nose, pressure of your body on a chair, etc.) (Allow time - approximately one minute - for the group members to "hear" their own bodies. Then say or read: "Slowly open your eyes." "Will each of you share something you heard or felt inside your body during this exercise? Was this new information for you?" "In order to learn to listen to your body, set aside some time each day in the same place at the same time. During this time, become more aware of your body, its sounds, twitches, feelings and sensations." Give the group time to talk about this exercise.

Body awareness helps you know your feelings. In conflict, we are usually aware of our anger first. Usually under our anger is a feeling that is harder to talk about like hurt or fear. Conflicts get resolved more satisfactorily when you talk about the feelings that are under the anger.

Conflicts are harder to work out when we talk only about our anger. This is because the real cause of the conflict--fear or hurt--stays buried.

****
*
* The first step in resolving conflict is to
* know the source of the conflict. The quick-
* est, easiest way to do this is to let your-
* self listen to your body.
*
****

3. The Role of Your Expectations in Conflict Situations - What I expect of myself, the other person and the conflict situation.

Most of us have expectations that we are not aware of. The sad part of this is that we act on these expectations without knowing they exist. Because they are hidden, they get in the way of working out conflicts. This keeps us stuck in the conflict.

The following exercise, "Exploring Your Expectations" shows how this works.

Exercise SCP2: Exploring Your Expectations

TIME/ACTIVITY	SUGGESTED APPROACH
5-10 min.	Say or read: "Take a few moments to think about your last conflict situation. When you know what it is, let me know." (Stop and let everyone think of his/her last conflict.) Let us go a bit deeper into that situation. "First, think about what you expected of yourself in that conflict. (Give an example from your own experience) My last conflict was _____ _____ I expected to be able to act, feel, do _____."
5-10 min.	"Choose a partner and each of you take turns sharing your conflict situations and what you expected of yourself in them." (Stop! Allow 5-10 min. for this exploration.) "Now think of what you expected of others in that conflict situation. Share this with your partner." (Stop! Allow 5-10 min. for this exploration.)
5-10 min.	"What expectations do you have of conflict situations in general? (Share one or two of your expectations with the group. Example: 'I usually expect conflict situations to blow over and remain unresolved' or 'I never get what I want in a conflict situation.'" Share your ideas with your partner.
15-20 min.	To the whole group: "What are some things you discovered about your expectation of yourself? of others? of the conflict situation? (Share some of your own discoveries.)

"What role do your expectations play in your conflict situations? Will being aware of your expectations change the way you act in conflict situations?"

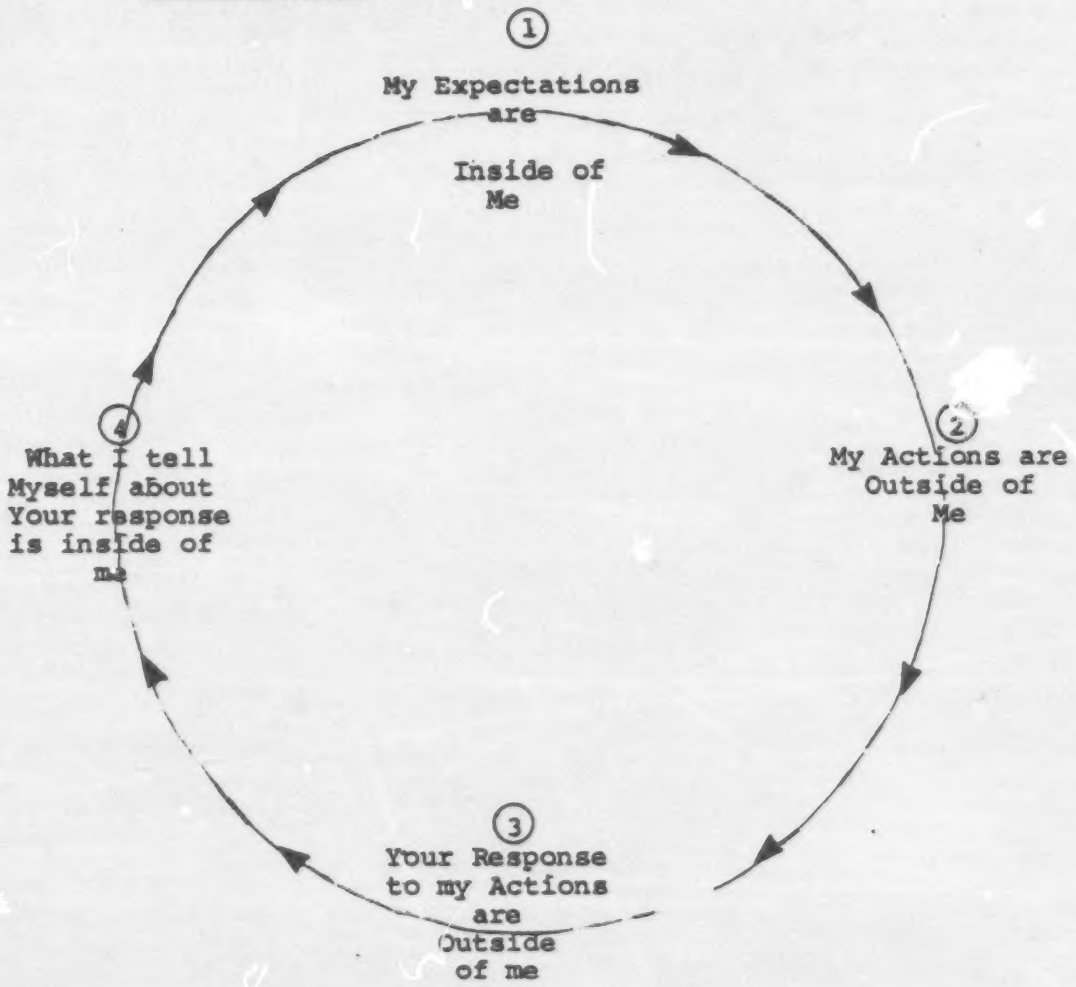
4. Why do we Keep on Doing What We Do?

Have you noticed that behavior change usually takes a long time? This is because of two main factors: 1) being in a rut, 2) getting satisfaction from the behavior.

The ways to make behavior change happen at all are 1) risk getting out of your rut and 2) looking for, and getting, different satisfactions.

Let us take a look at the way behavior is made stronger and reinforced. The model below shows how expectations affect actions and responses.

Model of Behavior Reinforcement


1
My Expectations are
Inside of Me
2
My Actions are Outside of Me
3
Your Response to my Actions are Outside of me
4
What I tell Myself about Your response is inside of me

Model of Behavior Reinforcement - How Behavior is Made Stronger

Look at the model on the preceding page. Begin at number 1, the top of the circle.

1. My expectations are what I believe should happen in any situation. These expectations are in my mind. They are there because of my values and my experiences. No one can see my expectations. The only way anyone will know what they are is if I tell them. My expectations are inside of me. I can change my expectations. I am in control of them.

2. My actions are public. Everyone can see them. I choose my actions because of what I expect. I act in ways that will help my expectations become reality. A big payoff for me is when what I expect happens! My actions are the outside expression of my expectations.

3. I have no control over your responses to my actions. You choose your responses according to your expectations. Your responses are outside of me.

4. I choose what I tell myself about your response to my action. It is inside of me. It may or may not have anything to do with you. What I tell myself about your response is inside of me.

Now the cycle goes back to 1. and repeats itself:

1. I have expectations because of what I tell myself about your response to my actions. My expectations may be different or the same. They are mine and they do come from inside me. Continue around the circle to 4. and begin again.

Exercise SCP3: How The Learning Model Works

TIME/ACTIVITY	SUGGESTED APPROACH
Group Leader 20 minutes Discussion	Say or read: "In order to understand this better, let us read 'How The Model of Behavior Reinforcement Works.' There is a positive and negative example. Look for the way the two people keep on thinking the way they did in the beginning." (After you have read the two examples on pages 10 - 12, ask the group the following questions.) "How does this idea work in your own life? Do you find yourself thinking negative thoughts, expecting negative responses? Can you see how negative expectations help set you up for negative situations? Is it the same for positive thought and positive situations?

Exercise SCP3: How The Model of Behavior Reinforcement Works

Each person has different expectations. To show how expectations work, we will look at two people. One person will have positive expectations. The other will expect negative results.

An Example of Positive Expectations

A friend told me about a job opening. I know how to do the work. Transportation is no problem since I live near the job. I decide to go apply.

1. My expectations: (inside of me)
   I believe I have a good chance to get the job. This is because I know the work and I live near the job. I have done this kind of work for three years. My expectation is that I have as good a chance of getting this job as anyone else does.

2. My actions: (outside of me--coming from my expectations)
   I decide to try to get the job. I pick up the telephone to call the personnel manager. I tell him that I know about the job opening. I also tell him I can do the job. He asks me to come to his office to fill out an application form. He says that I will be interviewed if my experience looks good to him.

3. The Boss' response to my actions: (outside of me)
   I have no control over the boss. He does not have to hire me. If he does hire me, it will be because he thinks I will work out well. He does not know if I will. If he does not hire me, it will be because he does not believe I can do the job. He may not want to give me the chance to try. Either way, it is his decision. He will try to get the person he believes will do the best job. The boss asks me to apply.

4. What I tell myself about the Boss' response: (The inside response)
   It sounds good to me. I believe I have a chance. I know my experience is good so I will probably have an interview too. Yes, I do have a good chance of getting the job.
   (the outside response)
   I decide to go to the office and apply for the job.

The Cycle Repeats Itself. I now have a new set of expectations.

1. My expectations are inside of me. I expect the boss to accept my application. I know my experience is good.

2. My actions are outside of me. I go to the office to fill out an application blank. I tell the secretary I am willing to wait for an interview or I will come back later.

3. Your responses to my actions are outside of me. Again, I have no control over the secretary or the boss. I wait while she takes my application to the boss. She says the boss wants me to wait.

4. What I tell myself about your response is inside of me.
(The inside response:)
I am happy because they ask me to wait. That means the application looks OK. They want to look at it more thoroughly. Maybe they want to check my references. I know my references are good. I believe I will get that interview soon.
(The outside response:)
I wait.

The cycle repeats itself. This time it starts with my expectation of an interview. What will happen next?

<u>An Example of Negative Expectations</u>

A friend told me about a job opening. I used to do that kind of work. So I guess I could do it. I don't have a car. I guess I could walk. Oh well, I probably won't get the job anyway. Maybe I should try.

1. My expectations:
I probably won't get hired. I have applied for ten jobs in the last two weeks. No one has called me for them either. I guess I will call anyway.
(Most people with negative expectations would not even call.)

2. My actions:
I call the boss. He tells me to go to the office to fill out an application form.

3. The Boss' response to my actions:
I have no control over the boss. He does not have to hire me. If he does hire me, it will be because he thinks I will work out well. He does not know if I will. If he does not hire me it will be because he does not believe I can do the job. He may not want to give me the chance to try. Either way, it is his decision. He will try to get the person he believes will do the best job. The boss asks me to apply.

4. What I tell myself about the boss' response:
(The inside response:)
It is a waste of time. Even if I apply, he won't call me for an interview. Bosses are all the same. They just want to waste my time. What the heck! I might as well go do it. I don't have anything better to do. (Most people with negative expectations would not bother applying for the job.)

(The outside response:)
I go to the office to put in an application. I am not happy about it. I know it is a waste of time.

The cycle repeats itself. Do you think this person has a good chance to get the job? Which of the two people has the best chance of getting the job? Why? Discuss this with the group.

Do you have a better understanding of how important your expectations are?

****
* People usually get *
* what they expect. *
****

5. The Role of Your Need to be Loved

Several factors help make conflicts hard to resolve. So far, we have talked about:

- what your body tells you about what you feel.

- what expectations you have of yourself, others and the conflict situation.

- how what you think and do is made stronger (reinforced) in everyday situations.

Another factor is your need to be loved and accepted. Most of us have feelings of being unloveable and unimportant.

We try to hide these feelings from others and from ourselves. Like most hidden feelings, they sneak into our relations with others. One way this works is the feeling:

"If you love me, you must do what I want."

"If you love me, you must do what I want even if I don't tell you what I want."

Or it might go the other way:

"If I love you, I will do what you want."

"If I love you, I will do what you want even if you do not tell me what you want."

Can you imagine conflicts between two people who have these expectations? Discuss what kinds of conflicts could happen.

Is it important to tell the other person what we feel in a conflict situation? Why? Discuss this with your group.

****

My worth and loveableness do not depend on my doing what others want.

My worth and loveableness do not depend on others doing what I want.

Other people's reactions to me and my behavior are only their reactions. Other people's reactions to me do not define me. However, their reactions are a source of feedback to me.

****

5. The Role of Your Need to Be Loved, continued

Let us take a look at the difference in how we work on conflict when we feel positive about ourselves and when we feel negative.

Positive Model	Negative Model
1. My thought, action and talk match.	1. My thought, action and talk do not match.
2. My feeling: I like me and I accept me.	2. My feeling: I do not like me and I do not accept me as I am. Therefore, I do not accept you either.
3. My action: I let you know what I am thinking and feeling. I allow you to be yourself with me.	3. My action: I hide my feelings. I tell you what you must do. I expect you to know what you must do.
4. My response to you: I respect your right to respond in any way you choose. I may or may not like your response. I simply accept your response.	4. My response to you: I accept your response only when it meets my expectations. I do not see that you have the right to choose.
5. Payoff: I feel good about myself and about you.	5. Payoff: When I get my way: I won! I am better than you. When I do not get my way: I lost! You are better than I.

Thoughts on the Negative Model

Winning and Losing are the result of power struggles.

> Can you see that the conflict gets lost in the power struggle? Winning and losing become more important than solving the problem.

Let us take a better look at how power is used. "Master-Slave" is an exercise that gives us an opportunity to do this quickly.

Looking at How You Use Power

Exercise SCP4: Master-Slave

TIME/ACTIVITY	SUGGESTED APPROACH
	Say or read: "The purpose of this exercise is to examine our own thoughts and feelings. How do we feel about having power used on us? We will work with a partner. After you choose your partner, you will decide who will be the master and who will be the slave. After ten minutes, you will switch roles. The one who was the slave will be the master, the one who was the master will be the slave. You will then have ten more minutes. This is a timed exercise."
	"Before you choose partners, do you have any questions?" (Answer these and then begin.)
	"Choose your partner. (Wait until partners are chosen. Ask partners to stand together.) Decide who will be the first master and slave." (Pause until masters and slaves are identified.)
	"You who are to be the slaves, pay attention to your thoughts and feelings as you are ordered around by the master. You who are the masters pay attention to how it feels to give orders. Stay in your master-slave roles for the entire 5 minutes. This is so you can get all the exercise has to offer."
5 min.	"Begin now." (Note the time in order to allow five minutes.)
5 min.	"Now switch roles." (Note the time again. Allow five minutes.)
	"Stop. Please sit down. Let us talk about what has just happened."
	Ask the following questions one at a time. Give the group members time to think about the question and their answer. Encourage each person to answer.
20 - 30 min.	"Was it easy or hard to give orders? to take orders? What was easy? What was hard?"
	"How did you feel about being Master? Did you enjoy it? What did you find out about how you use power?"
	"How did you feel about being the slave? Did you enjoy it? What did you find out about yourself and how you respond to power?"
	"What have you learned about how you use power? What have you learned about how you respond to power?"

6. GAMES - The opposite of free, open communication

Master-Slave is one way people sometimes act with each other in real life. Each person plays a set role. Both people know their role and both people play. In this section we will look at what games are, how they work and how we can choose not to be in them.

```
**************************************************
*    Games are set patterns of behavior.         *
*    Everyone knows what to say.  They           *
*    also know what the other people will        *
*    say.  None of the people involved           *
*    are aware that they are in a game.          *
*                                                *
**************************************************
```

Games are:

- a manipulation (a disguised behavior) designed to get attention, to get your own way, to prove you are right, to use power over another person.

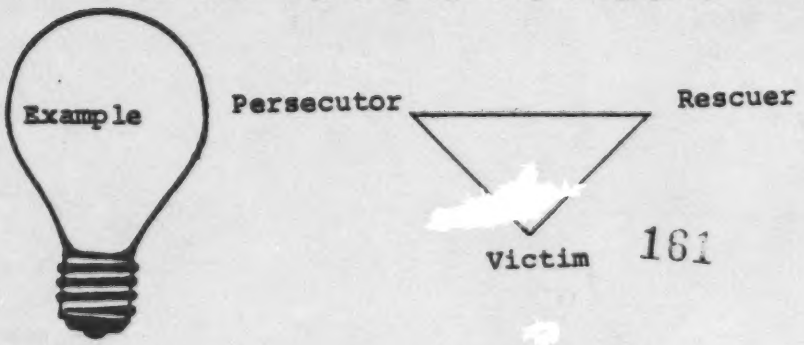
- patterns of behavior that are almost like a script for a play. A game keeps happening. Everyone involved knows what to say or do and everyone knows how it is going to turn out.

Tips that help to recognize a game:

1) I feel bad when I walk away from the situation and I do not know why.

2) I begin to sense that this situation keeps happening over and over again. (I may even be saying the same words in the same tone of voice.)

One common game played by many people is THE KARPMAN TRIANGLE.



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About the Karpman Triangle:

- It is on its point to show that it is unstable. The people who play the roles frequently change roles with each other.

- A person who plays this game plays every role in the game at different times.

THE ROLES IN THE KARPMAN TRIANGLE

1) THE VICTIM: This is the key role. Notice that the triangle rests on this role. (Remove the victim and the game falls apart.)

About the victim:

Believes self to be powerless - in fact, controls the game by:

- asking for persecution (helps set up the situation with self at the center)

- asking to be rescued from the situation

- refusing to pay attention to the information they have about the situation

- refusing any responsibility for the situation

You can tell who the victims are. They are the ones who get beaten up, chewed out and/or taken advantage of on a regular basis. He/she complains and asks for help. The situation may get better for awhile but soon returns to the same old pattern. (A game playing victim is not the same as a genuine victim.)

****
* *
* The genuine victim usually gets into *
* a one-time situation which does not *
* continue to repeat itself. *
* *
* *
****

2. THE PERSECUTOR ROLE: Bullys, blamers and accusers are typical persecutors.

About the persecutor:

- Believes self to be "right". Others are always "wrong".

- Never satisfied.

- Often critical and angry.

- Feels like a victim inside. They often persecute to take attention away from themselves.

Persecutors team up with victims. This is because neither one can exist without the other. The game playing persecutor helps to set up the situation.

3. THE RESCUER ROLE: The rescuer looks for victims to "help". They believe that certain people are powerless, unable to help themselves.

About the rescuer:

- Believes self to be powerful - able to change others.

- Enjoys feeling needed.

- Becomes angry when the victim does not follow their advice.

- Becomes angry when victim does not ask for his/her help.

- Feels righteous about themselves and their activities.

The genuine helper is different from the game playing rescuer. He/she makes their help available without forcing it on the person who seems to need it. Again, the situation does not continue to repeat itself. Game playing rescuers help set up the situations.

****
* *
* A genuine helper will not offer help *
* or give help when asked if the one *
* asking for help can handle the situ- *
* ation. *
* *
****

HOW THE KARPMAN TRIANGLE WORKS IN EVERYDAY LIFE

Look for the game pattern in the stories that follow. Notice how the roles change.

Story: "Mother Makes a Contract With Johnny".

Johnny: "Mom, I want to go to the concert next week. Can I have ten dollars?"

Mom: "I will not give you the money. You can earn it if you want to. I would like the windows washed. I will pay you ten dollars to wash all of the windows."

Johnny: "That's a deal! Thanks, Mom."

Three days go by. Johnny has not yet begun to wash windows.

Mom: "Johnny, when are you going to wash the windows?"

Johnny: "Don't worry, Mom! I will do it!"

This same scene is repeated every day for the next three days. Who is the victim? Who is the persecutor? Is a game being played?

Johnny begins to wash windows on the afternoon of the concert. He runs out of time. The windows are not washed and it is time to go.

Johnny: "Mom, give me my ten dollars. I have to go now."

Mom: "No, Johnny. Our contract was that you would do all of the windows. I will pay you for what you have done. That is all."

Johnny: "I have to have ten dollars or I can't get into the concert. I will finish the windows tomorrow."

Mom: "You get the money when the windows are finished."

Johnny: "No fair! Why are you so mean to me! You don't care if I ever have any fun! Nobody else has to work like a slave for their ticket money! I hate living here!"

Johnny's father comes in just as Johnny is screaming at his mother.

Dad: "Johnny! You stop yelling at your mother! She deserves more respect from you! Go to your room right now!"

Now who is the victim, persecutor, rescuer?
After dinner, Mom and Dad are sitting in the living room talking.

Mom: "Johnny is really a good boy. Maybe you were too hard on him. He really doesn't need to be yelled at."

Dad: "What are you talking about? He was yelling at you! I was only trying to help you! That kid talks to you any way he wants to and you let him! I try to teach him how to act and you jump on me! That's all the thanks I get!"

Johnny comes in while Dad is yelling at Mom.

Johnny: "You leave Mom alone! She doesn't have to take that from you!"

Mom: "Johnny! That's no way to talk to your father!"

Who is the victim, rescuer, persecutor? As you can see, this could, and does, go on and on.

Mom, Dad and Johnny are playing a game that is probably familiar to you. You can see that playing the game keeps them from working on the conflict. So the question is, "How do I stop playing games so that I can work on the conflict?"

```
**************************************
*                                    *
*   Games are the most common        *
*   communication problem.           *
*   Game-free communication is:      *
*      - natural and immediate       *
*      - fits the situation          *
*      - clear and open              *
*                                    *
**************************************
```

Some Ways to Stop Playing Games

1. Stop and take a good look at what you are doing every time you find yourself in the same old situation.

   - Do you and your husband/wife fight about the same thing a lot of the time?

   - Do you find yourself automatically saying the same things to your kids that your parents said to you?

   - Are you the one who is always 1) doing things for others? 2) pointing out what is wrong? 3) being picked on?

   - Look for the payoff. What are you getting out of the situation?

2. When you realize that it is the same old situation, change the script. Say or do something different.

   - Ask the other person what she wants to get out of the situation. Then listen. Do not argue with her or defend yourself against her. Just listen.

   - Forget what you are going to say next. Look at and listen to the other person.

   - Tell the other person what you want to get out of the situation. Do not blame him or call him names.

   - When someone else is able to solve her own problems, let her do it.

   - Accept your own responsibility. Do not ask others to do what you can do for yourself.

   - Ask for help when you need it.

3. Decide what part of the situation is yours. Then decide what you want to do about it. Then do it.

   - You cannot change other people. You can change yourself.

   - You cannot make another person do anything. (We are not talking about situations where you choose to force someone by the threat of physical harm. We are talking about conflict situations between two people where a workable solution is the goal.) You can change what you do.

   - When you do decide to change one or more of the things you are doing, DO IT!

Stopping the Games

Let us look at the story, "Mother Makes a Contract With Johnny." Suppose one of the people in the story decided to stop playing. Let us imagine that Mother has decided that she is going to stop being a part of the game.

Before we begin, silently re-read the first part of the story on page 19. Read to the part where Johnny says, "That's a deal! Thanks Mom." Up to that point, there is no game. Both Johnny and Mother are communicating openly and naturally. Each person has told the other what they want and expect. Each has agreed to do it.

Then the games begin! Mother keeps on "reminding" Johnny and he keeps on "forgetting". Mother and Johnny probably get angry everytime this happens. Let us take up the story from the point where Johnny agrees to wash the windows for Mother. This time Mother is going to use her new non-game way of working on a problem.

Mother: "Johnny, I want both of us to be clear about what we are agreeing to. You will wash all of the windows in the house, inside and out. I will pay you ten dollars when you have finished the job. Is that what you have agreed to?"

Johnny: "That is it."

Mother: "This job is your responsibility, Johnny. I will not remind you to do it. You may do it whenever you like. I will pay you as soon as you finish. And I will not pay you if you do not finish."

A week goes by. Mother has not reminded Johnny to do the job. Johnny begins to wash the windows on the afternoon of the concert. Time runs out. The windows are not washed and it is time to go. (Even though Mother does not play, Johnny keeps on playing.)

Johnny: "Mom, give me my ten dollars. I have to go now."

Mom: "Johnny, we have a contract. You agreed to wash all of the windows for the ten dollars."

Johnny: "I will do it tomorrow. Now give me the money. The guys are waiting for me."

Mom: "Not until the job is done. That was our agreement."

Johnny: "No fair! Why are you so mean to me! You don't care if I ever have any fun! Nobody else has to work like a slave for their ticket money! I hate living here!"

Johnny's father comes in just as Johnny is screaming at his mother.

Dad: "Johnny! You stop yelling at your mother! She deserves more respect from you! Go to your room right now!"

Mother: "Sam, thank you for wanting to help me with Johnny. What is happening is that Johnny wants the money that he agreed to earn. Since he did not do the work, I am not paying him. Now he is disappointed and angry."

Dad: "I understand what is happening. It sounds like you can handle it."

Johnny: "Can I borrow the money?"

Mother: "Not from me."

Dad: "No. You and your mother made a good deal. Maybe this will help you learn to keep your part of the contract."

After dinner, Mom and Dad are talking in the living room.

Mother: "I am glad we were able to work together with Johnny. It was a disappointment to him."

Dad: "Yes, it was. It is time for him to learn that he needs to keep his agreements. When he learns that doing his part gets him what he wants, he will have fewer disappointments."

No games. Just people working together. Everybody wins, even Johnny. He learns an important lesson about keeping his part of a contract. Dad learns that Mom appreciates him and that she can work with Johnny - even when he is yelling. They both have the good feeling that comes from supporting each other.

This is only a story. It does show that things can be different. You may believe that it could never work like this in your life. It can. It just takes practice.

Practice - Trying Out the Method

Harold's story follows. After you read the story, see how many times the people play games. Use Some Ways To Stop Playing Games on page 21.

Can you re-tell the story using clear, open communication that fits the situation?

Exercise SCP5: Some Ways to Stop Playing Games

TIME/ACTIVITY	SUGGESTED APPROACH
Group Leader	Read the list, Some Ways to Stop Playing Games. Discuss what would happen in the Harold story if those people used some of the ways listed.

Story: "Harold -- Always Late for Work"

Harold works as a salesperson in a department store. He is a good worker. He knows his job and he is friendly with his co-workers and the customers. Three weeks ago his wife went to work on a night shift. Since that time he has been from 5 to 15 minutes late. It is the second day in a row.

Boss: "Harold, I have talked with you several times about being late. You are a good worker but I cannot keep covering up for you. Look at the position you put me in. You have got to do better."

Harold: "I am trying to get here on time. It is either the kids dragging their feet in the morning or my ride is late. This morning it was my ride."

Boss: "All I can say is that you had better get me off of this hook!"

Later that day, Harold talks with a co-worker.

Harold: "I sure wish the boss would get off my back! I do a full day's work before she even gets out of bed. Then she comes here and jumps all over me. I am doing my best. It has been hard since Sally went to work."

Co-Worker: "You poor guy. You should tell the boss to leave you alone. How much can you take! Why don't you tell your wife to get those kids ready? That's what I would do."

That night, Harold is talking with his wife, Sally.

Harold: "The boss is really getting mad at me. I just don't know how long I can take it. I think she wants to fire me. She doesn't like me."

Sally: "Are you just going to let her treat you like that? Stand up on your own two feet - tell her where to get off! Why do you put up with it? What is wrong with you?"

Harold: "What's wrong with me? It is you! Why don't you help me get the kids ready in the mornings? I am just as tired as you are!"

Sally: "Why are you yelling at me? All I was doing was giving you some advice!"

Who is the persecutor? Victim? Rescuer? This is another story that could go on and on.

Remember the Learning Model? You may now be aware that change is possible. You now have a model for some of the behaviors you want to change. The next step is PRACTICE. Read over the Ways to Stop Playing Games. Choose at least one and begin to practice. When you change, the situations you are in MUST change.

Notice that when Mother sto-ped playing the game the others kept on for a while. Notice also that her change did affect the outcome. These games are habits that we all have. When you begin to change, do not expect everything to change overnight. Do expect changes in the results when you work out your communication problems.

Some Ways to Stay Out of Games

Continue building a positive self-esteem for yourself. Practice treating yourself like a loveable, worthwhile person.

Examine your conflict situations. Are you working on settling differences or are you trying to win? When you find yourself trying to win--no matter what--you are in a negative self-esteem trap. You have forgotten that your main job is to work out the conflict.

Ask yourself what you are telling yourself about the conflict situation. Write it down.

Remember that you choose your actions and reactions. So does the other person. Choose actions and reactions that lead to working out the conflict.

What other people say and do tells you about them - not about you. This is true even when they say they are telling you about your. Do not spend time or energy defending yourself. Work on solving the problem.

Exercise SCP5: Using Some Ways to Stop Playing Games in My Own Life

TIME/ACTIVITY	SUGGESTED APPROACH
Group Leader	Say or read: "Let us look at some of the games we see in our own lives. How can the Ways to Stop Playing Games be used to change your behavior?" (Leader is to give an example from his/her own life. Then encourage others to give their ideas.)

Exercise SCP6: Solving One of My Communication Problems

Complete the exercise below:

A Plan for Solving One of My Communication Problems

1. The game I want to get rid of goes like this:

2. As I see it, this is my part (role) in the game:

3. Do I want to stop playing this game?

yes no

(Stop if you checked no. Continue if you checked yes.)

4. Next time this game starts, I will do this:

GROUP MEMBER NOTES

When you have completed your work on this unit of the package, please answer these questions and give this page to your group leader.

Unit_____

1. I used everything in this unit. yes_____ no_____
   If your answer is no, list the parts you left out (include page numbers). Tell why you left these out.

   _____

   _____

   _____

   _____

   _____

   _____

2. What worked well for you and your group? ("Worked well" means that it made sense to you and you were able to see possible areas of change and/or growth in your way of doing things.) Tell why you feel it worked.

Exercise #	Worked	Didn't Work	Comments

Exercise #	Worked	Didn't Work	Comments

3. Write about anything else that you feel will be helpful.

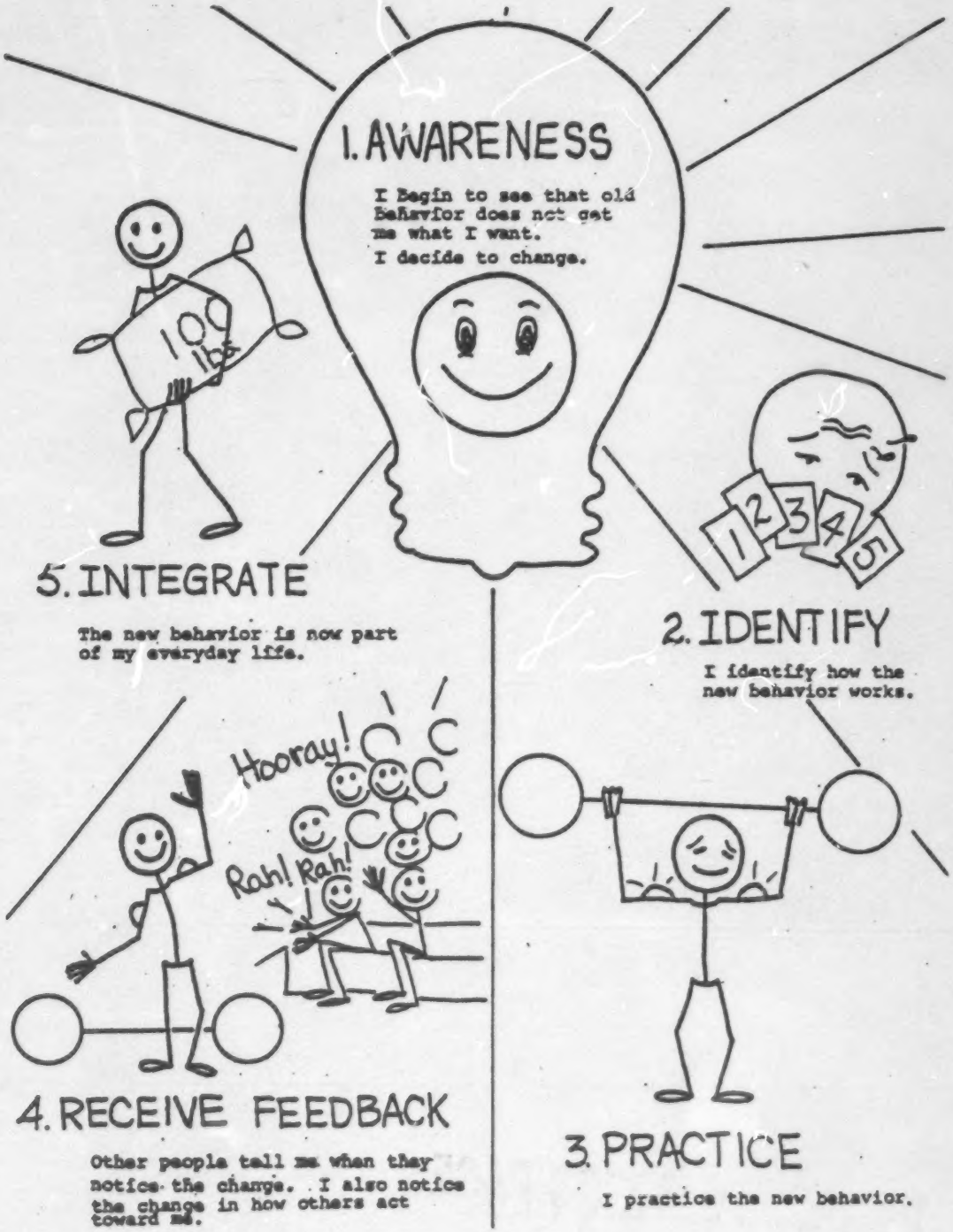
Your Name _____

Your Address _____

Group & Location _____

If additional space is needed, please use other side.

UNIT: Stress Management


1. AWARENESS
I Begin to see that old behavior does not get me what I want.
I decide to change.
2. IDENTIFY
I identify how the new behavior works.
3. PRACTICE
I practice the new behavior.
4. RECEIVE FEEDBACK
Other people tell me when they notice the change. I also notice the change in how others act toward me.
Hooray!
Rah! Rah!
5. INTEGRATE
The new behavior is now part of my everyday life.

STRESS MANAGEMENT PRE TEST

GENERAL INSTRUCTIONS

(to present before pretest)

The statements below talk about the ideas in the unit we will be working with. There are five choices for you to check. The one you choose should show how you feel about the statement. If you do not understand the statement, check that blank.

	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Do not under-stand
1. Confrontation is a very effective way to handle stressful situations.	_____	_____	_____	_____	_____
2. Life will be much more enjoyable if I can better handle stress.	_____	_____	_____	_____	_____
3. I know how to identify causes of stress in stressful situations.	_____	_____	_____	_____	_____
4. I know good ways to deal with stressful situations.	_____	_____	_____	_____	_____
5. Being able to handle stress is very important to job success.	_____	_____	_____	_____	_____
6. Good communication is very important to dealing with stress.	_____	_____	_____	_____	_____
7. My body tells me if a situation is stressful.	_____	_____	_____	_____	_____

STRESS MANAGEMENT POST TEST

	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Do not under-stand
1. Changing my behavior will better enable me to handle stress.					
2. My body tells me if a situation is stressful.					
3. The unit on stress management was very worthwhile.					
4. The leader seemed interested in the group members as individuals.					
5. Good communication is very important to dealing with stress.					
6. This unit was very interesting.					
7. The leader knew a lot about stress management.					
8. Being able to handle stress is very important to job success.					
9. I know good ways to deal with stressful situations.					
10. Not much was gained by learning about stress management.					
11. Life will be much more enjoyable if I can better handle stress.					
12. The leader encouraged people to think about stress in new ways.					
13. Confrontation is a very effective way to handle stressful situations.					
14. I know how to identify causes of stress in stressful situations.					

Pre-Employment Training Package

Unit: Stress Management

	Topic	Page
1.	Introduction	1
	Experiencing Stress	
2.	How We Handle or Cope With Stress	4
3.	Ways We Set Ourselves Up For Stress	5
	There is a "Right" way and a "Wrong" way.	
	The Future Will Be Bad	6
4.	Ways We Can Manage Stress	8
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	Confront the Situation	8
	Learn to Relax	13
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	(Fill out and turn in)	19

STRESS MANAGEMENT

Stress is a common reaction to situations and events of everyday living. When we talk about stress in this unit, we will be talking about our body's reactions to those events. Many people believe that only negative situations are stressful. Actually, even positive, happy situations cause stress. During this unit we will look at what causes stress, what stress is and some ways that we can handle stress in our lives.

It is important to know that stress is felt in your body. It is a physical and emotional reaction. Two signs of stress are a faster heartbeat and sweaty palms. Sometimes you will feel tension in different parts of your body. This tension can cause headaches and backaches. Signs of too much stress are a short temper, inability to sleep and feeling tired all of the time.

Let's begin with an exercise that will allow us all to experience stress.

Exercise SM1: Rhythm

TIME/ACTIVITY	SUGGESTED APPROACH
Group Leader	Say or read: "Everyone stand up and form a circle. Make sure we have enough room to move freely."
Group Activity	(Pause while group follows this direction.)
30 minutes	The name of this exercise is "Rhythm". We will set a rhythm by patting our knees twice, clapping our hands twice and snapping our right fingers and then our left fingers - all in rhythm. So it will be, "one, two, (knees) one, two, (clap hands) one, (snap right) two, (snap left). OK. Let's try that just to set the rhythm." (Group leader, begin by patting your knees twice, clapping your hands twice, snapping the right fingers then the left, patting the knees again, clapping the hands again and snapping the fingers. Continue to do this until a pattern or rhythm is established with the group.)

Continued from Page 1, Exercise SM1

"Each person will now take a number and I'll be number 1. The person immediately to my right will be number 2 and so on. Count off around the group until everyone has a number."

"Now that you have your number, keep the rhythm. The way we are going to play is that when I snap my right fingers, I will say my number - number 1. When I snap my left fingers, I will say one of your numbers. If I call your number, on the next snap you will say your number on the right hand snap and another person's number on the left hand snap. You may call anyone's number."

"There is one additional instruction. When we begin, any player who misses the rhythm when their number is called, calls out the wrong number, or calls out another number instead of theirs on the right hand, will go to the end of the line. They will become the new number at the end of the line. Everyone from that player back will advance one number. For example, if no. 5 misses, then no. 5 will go to the end, right next to the leader in the circle, and take on that last number. The old no. 6 will now be no. 5. The old no.7 will now be no. 6 and on around. And this will happen everytime someone misses."

"For practice, I will call my own number, one, and then two. Two will call out his/her number and three. Three will call his/her number and then four. Then go on around the circle. Let's do this twice to get the feel of it."

"Now let's just practice this very slowly. We'll keep our rhythm slow.

Group leader, in rhythm call out "one" when you snap your right fingers, and call out another number in the group--for instance "One" on your right hand snap and "Five" on your left hand snap. In the next sequence, player number five will say their own number "Five" on the right hand snap of fingers and then another player's number on the left hand finger snap."

Continued from Page 2, Exercise SM1

	(Continue practicing slowly for about five minutes until the group has the feel for calling each other's numbers. First their number on the right hand snap and the other player's number on the left.) (At this point begin to play the game.) "We'll play two or three practice times so that we'll all get the feel of it. And then continue to play for about fifteen minutes." (At the end of the exercise) Say or read: "What were you feeling while we were playing the game? Were you feeling happy tense, excited? What were some of the things you were feeling in your body? Was there tension in you? Were your palms sweaty?" (Encourage the group to talk about how they were feeling emotionally, mentally, and physically. Note: the group will discover that they were experiencing stress during the rhythm exercise.

Exercise SM2: Which Way Did you Use to Handle Stress in the Rhythm Exercise?

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion 20 minutes	Group leader say or read: "Check your reactions to the stress of the rhythm game. Did you want to quit playing? Be somewhere else? Or get on with the fun?" (Stop to ask individual group members how they felt. Tell them how you felt during the game.) "I will read the list "How We Handle or Cope with Stress in Our Lives." Which of these reactions did you use in the rhythm exercise?

How We Handle or Cope With Stress in Our Lives

There are several ways that each of us copes with stress in our lives.

- FIGHT - Resist the stressful situation.
- FLIGHT - Running away from the situation.
- SUBMIT - Giving up and giving in to the situation.
- AVOID/DENY - Refusing to admit that the situation is causing any stress.
- COMPROMISE - Giving up something and putting up with other things in order to get something. This is also called making a trade-off.
- CONFRONT - Assert, to lay it on the line. To stand up and speak out about the stressful situation. You make your wishes known by asking for what you want. You are willing to work for what you want.

Exercise SM3: Identifying the Way You Usually Handle Stress

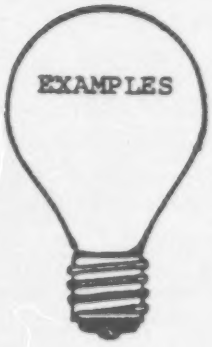
TIME/ACTIVITY	SUGGESTED APPROACH
Group leader Discussion 30 minutes	Say or read: "Let's look at the list, 'Ways That People Cope With Stressful Situations.'" "Each one of us has probably used at least one and maybe more of these methods. "For example, one way I handle stress is (name the way you cope with stress)." (At this time, share a personal situation in which you have used one of the methods. "Now, I invite you to share with us a situation from your life. What is one method you use? (Pause for a response. Then...) Please give us an example." (After each person in the group has had the opportunity to talk about a stressful situation in their lives, ask:) "Is the example you gave your usual way of handling stress? If it is not, what is your usual way? For example, do you usually try to avoid or deny stressful situations? Do you usually try to run away or give in?"

Ways We Set Ourselves Up For Stress - What We Tell Ourselves

One of the most important things to consider in handling stress is what you tell yourself about the situation. We react in different ways because of how we talk to ourselves. Let us look at two things we tell ourselves that cause stress:

1. There is a "right" way and a "wrong" way.
2. The future will be bad.

Now let's look at each of these closely:



1. There is a "right" way and a "wrong" way!

It is interesting that most of us think there is a "right" or "natural" way to handle any situation. One way to find out if this idea is true is to ask ourselves some questions:

- Does anyone else in the world handle this situation differently than I do?

- When they do handle it differently, is the result a complete disaster? Or does their way of handling the situation turn out a lot like yours? Sometimes great, sometimes not so great and usually OK.

Example 1: In my family, my father always used to give my mother the paycheck on payday. The next day she would do the grocery shopping and pay the bills and she would let my father know how much money was left over for doing other things like going to movies, gas for the car, and clothing. I learned that that was the "right" way for a family to handle their money.

In the early days of my marriage, one of the big fights that my wife and I had was about the money. When I came home, I wanted to give her the paycheck. I expected her to do the grocery shopping and to pay the bills.

To me, that was the "right" way to do it. My wife did not agree. She did not want to handle the money. She did not want to pay the bills. She wanted me to pay the bills. She wanted me to give her a certain amount of money to run the family. To her, that was the "right" way to handle the money.

Now I know that there are different ways for any family to handle their money. There are many "right" ways. It depends on each husband and each wife to work out the way that works for them. I know this because we are friends with several different families. Over the years we have noticed that each family has a different way of handling their money. Some people do a good job of it and some people don't. Whether or not they do a good job does not depend on whether the husband or the wife pays the bills.

Can you see the difference between what I used to tell myself and what I now tell myself about the "right" way?

****
*
* Remember there are many ways to handle *
* a stressful situation. Even when you *
* choose a way to handle a situation, you *
* cannot predict the outcome. *
*
****

2. The future will be bad.

One way we add to the stress we feel in any situation is by scaring ourselves about the future. We tell ourselves:

- This situation will go on forever. There is no way out. I am trapped.

- I cannot cope with this situation. I do not know the right thing to do. I am at the end of my resources.

- This situation is hopeless. There is no help for me or anyone else in it.

- I have tried everything. Nothing works.

Do these statements sound familiar? Have you ever had thoughts like these? How does this kind of thinking affect what you do?

Example 2: Juanita found a job close to her home. The pay was good and they had a training program where she could learn to do her job well. She could learn to do other jobs and advance in the company. The only problem at the job was Sally who worked right next to Juanita. Sally was a gossip and a tale carrier. Juanita tried everything. She talked with her parents. She talked with her best friend. She tried telling the co-worker that she was not interested in the gossip or in the tales that she had to tell. Nothing worked. Sally kept on gossiping to her. The situation continued for three months. It seemed to Juanita that there was no way out. She felt trapped. She began to think seriously about changing jobs.

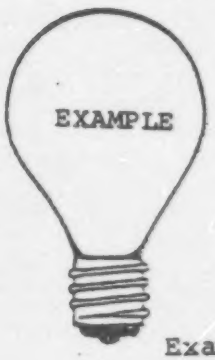
How is Juanita scaring herself? What suggestions do you have for Juanita? What are her choices? Talk about this with your group.

****
* *
* Pay attention to what you tell yourself *
* about the situation. *
* *
****

Ways We Can Manage Stress - What We Can Do

We have looked at two ways we set ourselves up for stress. Now, let's look at three ways we can manage stress.

1. Tell yourself the truth about the situation. This takes practice. Here are some questions that could help you find out your truth about the situation:

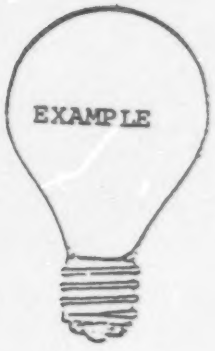


- Does this stressful situation keep on happening?
- Even though you do not enjoy the situation, what are you getting out of it? What is your "pay off"?
- Ask yourself if you really want to end the situation? If you want to end it, all you have to do is change what you are doing.

Example 1: Elena and Frank have been married for three years. Frank's mother has a habit of coming to dinner at the last minute at least once a week, and usually two or three times a week. She sometimes brings friends with her. She never calls in advance. She never asks if it's all right to stay for dinner. Frank and Elena talked about this a lot. They decided that his mother is the problem.

Is this a situation that keeps on happening? Even though Frank and Elena do not enjoy the situation, what could they possibly be getting out of it? What is their payoff? Do you believe that Frank and Elena want to stop the situation? If they did want to stop the situation, how could they do it? What do you believe is the truth of this situation? Discuss this with your group.

2. Confront the situation.



One of the most successful ways to handle stressful situations is to confront them openly, to assert yourself.

One method of confronting stressful situations is the DESC method.

D - Describe the situation, as you see it, to the other person. It is very important at this step that you only describe the situation. (Now ask the other person to describe the situation as he/she sees it. LISTEN.)

E - Express how you feel about the situation. Tell the other person how you feel. Do not give in to the temptation to call the other person names or to tell them what they are doing wrong. Only express how you feel. (Now ask the other person how he/she feels. LISTEN.)

S - Say exactly what you want to have happen in the future. (Now ask the other person what he/she wants. LISTEN.)

C - Consequences tell what you will do if changes are made. Also tell what you will do if changes are not made. (Ask if he/she is willing to make the changes. LISTEN.)

Example 2: Your sister has developed a habit of wearing your blouses whenever she wants to. She does not bother to ask you in advance. You want to wear one of your blouses. You find that your sister is wearing it. Now you decide to confront the situation and to assert yourself.

You describe the situation to your sister: "I noticed that you are wearing my blouse. I wanted to wear that blouse today." (Ask your sister to describe the situation. LISTEN). Now you say how you feel about the situation.

You express yourself: "I don't like it when you wear my blouses without asking me." (Ask how she feels about it. LISTEN.)

Now you say to your sister what you want to have happen: "From now on, ask me if you want to wear one of my blouses." (Ask if she understands you. LISTEN.)

And then tell her what the consequences will be: "When you ask me, then I have a chance to say yes or no. I also have a chance to wear the blouse myself if that's what I was planning to do. I'll be a lot happier, and I'll feel better about myself and about you when you ask me." Ask her if she is willing to make the change you are asking for.

What will you do if she refuses to stop wearing your blouses without asking? Discuss this in your group.

Supplemental Exercise:

Different Things I Tell Myself - Does it Make A Difference?

Below are some events. Use the list, Different Things We Tell Ourselves, to test your reactions. Pretend that you really tell yourself what is given on the list.

- Your high school senior comes home at 4:00 am. She did not check this out with you first. (Try 1 and 2 below)
- Today is payday. There is no check for you. (Try 3 and 4 below)
- You step on a scale. You weigh 5 pounds more than you did yesterday. (Try 3 and 7)
- Your husband/wife comes home and says, "Let's go to dinner and the movie tonight." (Try 6 and 7)

Make up some of your own events.

Different Things We Tell Ourselves

1. This is a one-time event and unlikely to happen again.
2. This could happen again and again.
3. This event is so bad that I can't stand it.
4. I can handle this event and survive.
5. I will learn and benefit from this event.
6. This event is important.
7. This event is not important.

Discuss what you have discovered with your group.

Exercise SM4: Learning to use the DESC Method

TIME/ACTIVITY	SUGGESTED APPROACH
Group Leader	Say or read: "Each one of us has stressful situations in our lives. We've talked about the ways that we usually handle stressful situations." "Now let's take some time and practice the DESC Method for confronting the situation and asserting ourselves."
Individual activity 10 minutes	"Choose one stressful situation that you are experiencing now. On the sheet provided, work through each of the steps of the DESC Method."(Use worksheet on page 12.) "Take 10 minutes to write your situation. If you would like to practice in the group before you do your own, we can do a situation on the chalkboard. (or on newsprint pad).
Optional Group Activity 10 minutes	If the group wants to do one together, act as secretary for the group. (When the group is finished, they may return to their own exercise.) "Now that we have done the exercise as a group, let's each complete our own DESC practice sheet."
Partner activity Role Playing 20 minutes	After the group has completed the DESC Sheet, ask them to choose a partner and practice what they have written down. This will be a role-playing experience for the group members. During this time, while they are role playing with their partner, you as a group leader can either go from group to group and observe the role-playing or you can be working with a partner. If the group has not done role playing before, choose a partner and model role-playing. Use a situation from your own life. After the group has finished role-playing, call them back together. Now say or read: "Was this an easy exercise for you? What kinds of things did you learn about yourself and about the situation you are in?" (At this time, allow the group members to share their experiences with each other.)

Practicing the DESC Method

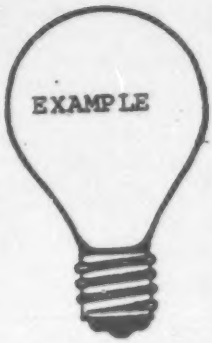
SM4: Worksheet

1. Describe the situation.

2. Express how you feel about the situation.

3. Say exactly what you want to have happen in the future.

4. Consequences.



3. Learn to Relax

We have talked about the way we experience stress in our bodies as well as in our minds. Another way to reduce stress is to learn to relax. Relaxation is releasing the tension in your muscles and your mind. The following exercises will help you learn to relax. Each one of them can be done by you either at home or at work. Most of them can be done in five minutes or less. The longer ones can be practiced during your lunch hour, early in the morning, or late at night. Choose a time that suits your schedule. These exercises work best when you do them regularly.

Exercise SM5: Reducing Stress Through a Short Relaxation Exercise

TIME/ACTIVITY	SUGGESTED APPROACH
Exercise 1 minute	Inhale as much air as your lungs can possibly hold. Then inhale a bit more. Hold your breath while slowly counting -1-2-3-4. Exhale as much air as you possibly can. Then force out some more. Repeat four times. The secret is to concentrate only on breathing and nothing else.

Exercise SM6: Reducing Stress Through a 5 Minute Relaxation Exercise

TIME/ACTIVITY	SUGGESTED APPROACH
Group Leader 5 minutes	Slowly say or read the following and pause long enough for the group members to follow your instructions: "Begin by getting your body into a comfortable position." (PAUSE) "Now close your eyes and release the tension starting with your toes." (PAUSE) "Moving up to your legs, release all the tension." (PAUSE) "Let the tension flow out of your hips." (PAUSE) "Pay attention to your stomach, release all the tension." (PAUSE) "Now let go of the tension in your chest." (PAUSE) "Release the tension in your shoulders, in your arms." (PAUSE) "Feel the tension in your back and your neck, now let it go." (PAUSE) "Now check your face for tension. Relax your face and jaw." (PAUSE) "Finally, relax your scalp." (PAUSE) "You are completely relaxed and free of tension. Now for three minutes, we will be quiet. You may choose to think about a peaceful scene or you may choose to just let your mind accept and release all thoughts that come to it." (Now the group leader will begin the three minute timing.)

Continued from page 14, Exercise SM6

(When three minutes are over, say to your group members,) "Slowly open your eyes and stretch your hands in front of you." (PAUSE)

"Now raise your legs and stretch them in front of you, too." (PAUSE)

"Now put your hands, arms and legs back to the side of your chair and stand and stretch again." (PAUSE)

"Now sit down and get comfortable. What were you experiencing during the relaxation exercise? What were your feelings, what were your thoughts?"

(Give the group time to share their experiences with stress reduction exercise.) Then say or read: "How will you be able to use this exercise to help you relax?"

Exercise SM7: Reducing Stress Through Stimulation

TIME/ACTIVITY	SUGGESTED APPROACH
Relax 5 minutes	I want to show you how quick and easy it is to take the stress and strain off yourself. Everyone stand up! Right where you are, stretch your arms above your head as high as you can reach. (PAUSE.) Stretch your whole body; stand up on your toes. PAUSE. Try to touch the ceiling. (PAUSE.) OK, now stretch towards the left. (PAUSE.) Lean as far as you can, keeping your arms stretched out all the way to the left. (PAUSE.) Now stretch towards the right. (PAUSE.) Feel those muscles. (PAUSE.) Now stretch forward, reaching forward as far as you can. (PAUSE.) Now backwards. (PAUSE.) Now roll your head around in a big circle, first one way, (PAUSE) then the other. (PAUSE.) Now stretch your arms above your head again. PAUSE. See if you can reach higher than before. (PAUSE.) OK, you can stand normally now.

Exercise SM8: Reducing Stress Through a 15 Minute Relaxation Exercise

TIME/ACTIVITY	SUGGESTED APPROACH
15 minutes Relax	Ask Group Members to lie down on the floor or sit comfortably. Take off glasses and shoes and really get comfortable. Sit quietly in a comfortable position. Close your eyes. Deeply relax all your muscles, beginning at your feet and progressing up to your face. Pause 30 seconds. Breathe through your nose. Become aware of your breathing. Each time you breathe out, say the word "one" to yourself. Keep your muscles deeply relaxed. Repeat the word "one" each time you breathe out. After 10 minutes, sit quietly for several minutes, at first with closed eyes and later with open eyes.

In this unit, we have described stress as the reaction of your body and mind to situations. We have discussed several ways to handle stress more effectively. The rest is up to you. Choose the information that will be useful to you. Then, practice, practice, practice!

GROUP MEMBER NOTES

When you have completed your work on this unit of the package, please answer these questions and give this page to your group leader.

Unit_____

1. I used everything in this unit. yes_____ no_____
   If your answer is no, list the parts you left out (include page numbers). Tell why you left these out.

   _____

   _____

   _____

   _____

   _____

   _____

2. What worked well for you and your group? ("Worked well" means that it made sense to you and you were able to see possible areas of change and/or growth in your way of doing things.) Tell why you feel it worked.

Exercise #	Worked	Didn't Work	Comments

Exercise #	Worked	Didn't Work	Comments

3. Write about anything else that you feel will be helpful.

Your Name _____

Your Address _____

Group & Location _____

If additional space is needed, please use other side.